

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
November 30-December 1, 2016**

The North Carolina State Board of Education met and the following members were present:

William Cobey, Chairman
Janet Cowell, State Treasurer
Gregory Alcorn
Eric Davis

Wayne McDevitt
Olivia Oxendine
Rebecca Taylor
Amy White
Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent
Christine Fitch, Local Board Member Advisor
Freddie Williamson, Superintendent Advisor

Melody Chalmers, Principal of the Year Advisor
Keana Triplett, Teacher of the Year Advisor
Yates McConnell, Senior Student Advisor

CALL TO ORDER AND INTRODUCTION

SBE Chairman Bill Cobey called the Wednesday session of the December 2016 State Board of Education (SBE) meeting to order and declared the Board in official session.

Chairman Cobey explained that the first portion of this meeting would not be audio streamed since the Board is divided among tables in discussion groups to delve into potential legislative issues. As noted on the Simbli eBoard agenda, Chairman Cobey explained further that the audio streaming would start at 11:15 a.m. when the Board begins its committee reports.

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Cobey reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. There were no conflicts of interest communicated at this time. The Chairman then requested that if, during the course of the meeting, members became aware of an actual or apparent conflict of interest that they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

APPROVAL OF AGENDA

As the first order of business, Chairman Cobey drew attention to the full meeting agenda, which is available on Simbli eBoard. He requested a motion for approval.

Discussion/Comments:

- There was no further discussion.

Upon motion made by Mr. Greg Alcorn, and seconded by Ms. Rebecca Taylor, the Board voted unanimously to approve the State Board of Education meeting agenda for November 30 and December 1, 2016, as amended.

SBE ISSUES SESSION

Chairman Cobey explained that Issues Sessions provide the Board with in-depth information on relevant education topics. He explained further that this month's Issues Session is focused on legislative issues.

At the request of Chairman Cobey, Mr. Martez Hill provided instructions on the structure of the Board's discussions this morning. He recognized Ms. Rachel Beaulieu who further set the framework for the discussions about the Draft 2017 Legislative Policy Issues Only below. State Board members and staff discussed the following policy issues, answering the following questions during the Issues Session:

1. What issues are missing from this list, if any?
2. Select your top ten (10) priorities in rank order 1-10.
3. How will we, as the State Board of Education, advocate for our legislative priorities?

Draft 2017 Legislative Policy Issues Only (Alphabetical order; not in order of *Request for all Budget items*)

- A. Advanced Placement/International Baccalaureate and Industry Credentials bonuses: allow eligibility for charter school teachers and Virtual Public School teachers not employed by LEAs
- B. A-F School Performance Grades: modify the formula to, at minimum, align with NC's plan under the Every Student Succeeds Act (ESSA)
- C. Allotment categories: reduce the number of categories
- D. Calendar flexibility:
 1. At minimum, allow alignment of the school calendar with that of community colleges and universities
 2. At minimum, permit schools given a "D" or "F" under the A-F School Performance Grades law to adopt a modified calendar
- E. Capital Infrastructure needs for public schools: \$8 billion needed over the next five years
- F. Charter School funding: allot through a new and separate state fund
- G. Class size allotments/requirements budget provision: fix the 2017-18 adverse effects on special subject teachers (e.g., arts, world languages, physical education, etc.)
- H. Criminal background checks: enact a state system
- I. Differentiated pay: promote school-based awards and/or locally-decided advanced teaching roles,

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rather than top-down state-mandated performance pay laws

- J. District & School Transformation: modify “low-performing schools” statutes to reflect evidence-based practices and to align with ESSA
- K. Funding restrictions on teacher assistants, children with special needs, CTE: remove these restrictions
- L. Master’s and Doctoral pay: reinstatement of this pay for teachers
- M. Medicaid reform: ensure that NC maximizes the potential for untapped Medicaid dollars for eligible public school services
- N. Performance evaluations and licensure status: remove the statutory provision connecting teachers’ licensure status to performance evaluation ratings
- O. Pre-K & Early Childhood Education:
 - 1. Transfer Pre-K to SBE/DPI
 - 2. Increase Pre-K slots so that more at-risk children are served
- P. Regulatory reform: streamline contract procurement regulations to improve government efficiencies
- Q. SBE as occupational licensing board: classify SBE as such a board only for purposes of maintaining its final agency decision on licensure challenges to the Office of Administrative Hearings
- R. SBE report date changes and report eliminations
- S. Student teachers: expand the new definition of “clinical educator” (i.e., supervising teacher) to include retired teachers and other highly-qualified teachers in order to meet state demand
- T. Virtual charter school pilots: review the law and funding issues
- U. Others: _____

At the conclusion of the Issues Session discussion period, Board members, advisors, and staff returned to the Board Room on 7th floor to begin the Board’s committee meetings.

Chairman Cobey explained that the first portion of this meeting began this morning in the Gallery at 150 in the Education Building with the Board and advisors in three discussion groups to delve into potential legislative issues that would have policy implications for the Board and the Department. The Chairman noted that the meeting was called to order, the Ethics Statement read, and the agenda was approved. As noted on the Simbli eBoard agenda, Chairman Cobey explained further that the audio streaming began at 11:15 a.m., and the agenda and audio access are posted on the Board’s Meeting website.

At this time the Board convened for its Committee meetings.

**STUDENT LEARNING AND ACHIEVEMENT
COMMITTEE MEETING
(Mr. Eric C. Davis, Chair; Dr. Olivia Holmes Oxendine, Vice Chair)**

The following members were present:

Eric Davis, Chair	Christine Fitch, Local Board Member Advisor
Olivia Oxendine, Vice Chair	Freddie Williamson, Superintendent Advisor
Wayne McDevitt	Melody Chalmers, Principal of the Year Advisor
Rebecca Taylor	Keana Triplett, Teacher of the Year Advisor
Patricia Willoughby	Yates McConnell, Senior Student Advisor

Also present were:

William Cobey, Chairman	Gregory Alcorn
A.L. "Buddy" Collins, Vice Chairman	Amy White
June St. Clair Atkinson, State Superintendent	

SLA Committee Chair Eric Davis called the December 2016 Student learning and Achievement Committee meeting to order.

ACTION

SLA 1 –North Carolina Math I Extended Content Standards

Policy Implications: SBE Policy #GCS-F-000, GCS-F-002, GCS-F-012

Goal 2: Every student in the NC Public School System graduates from high school prepared for work, further, education, and citizenships.

Objective 1.2: Graduate students prepared for postsecondary education.

Presenter(s): Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer), Mr. William J. Hussey (Director, Exceptional Children Director), Ms. Dreama McCoy (Section Chief, Exceptional Children) and Ms. Ronda Layman (Consultant, Significant Cognitive Disabilities)

Description:

In fulfillment of SBE Policy #GCS-F-012, the newly revised Math I standards was approved by the State Board of Education (SBE) in June 2016. For additional information, please refer to <http://www.ncpublicschools.org/curriculum/mathematics/scos/>. Students with significant cognitive disabilities must be provided access to the state standards by aligning instruction and assessments. This allows for educational goals to link directly to grade level and academic content. The Exceptional Children Division, in collaboration with K-12 Curriculum and Instruction Division, must fully align to newly adopted Math I standards.

The Department of Public Instruction recommends that, in an effort to ensure students with the most significant cognitive disabilities are fully included and has access to challenging instructional content; a one-year transition period is granted for the implementation of the recently adopted Math 1 standards.

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This will allow teachers of the significant population to attend training and have appropriate participation of the highest achievement possible for the newly adopted standards.

Students with significant cognitive disabilities constitute less than one percent of the student population. Although these students are identified as having significant challenges, they are capable of learning at a level that engages and challenges them.

This month, the draft of the revised standards (now named Extended Content North Carolina Math 1) is presented for Action. Public comments were available for thirty days with the option of one in-person public hearing.

Recommendation(s):

It is recommended that the State Board of Education approve the proposed new alignment of the NC Extended Content Standard Math 1 changes.

Discussion/Comments:

- SLA Committee Chair Eric Davis recognized Dr. Maria Pitre-Martin to provide comments about this item.
- Dr. Pitre-Martin reported that this agenda item was presented for discussion in November, noting the good fortune of having a teacher from Franklin County Schools to speak about the content standards from her perspective. At this time, Dr. Pitre-Martin recognized Ms. Dreama McCoy to provide additional information. In turn, Ms. McCoy introduced Ms. Ronda Layman for comments.
- Ms. Layman provided a status update about the professional development training for the new standards.
- There were no further comments.

This item was presented for Discussion during the November State Board of Education meeting and returns for Action in December 2016. (See Attachment SLA 1)

ACTION

SLA 2 – Updates to Policy Delineating Use of State-Designated Assessments for the North Carolina Teacher Evaluation Process

Policy Implications: SBE Policy #GCS-A-016

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1.1: Increase the graduation rate.

Objective 1.2: Graduate students prepared for postsecondary education.

Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

Objective 1.4: Reduce the percentage of students needing remediation in postsecondary education.

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Objective 1.5: Increase student performance on the state’s End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Tammy Howard (Director, Accountability Services)

Description:

Updates for the administration of the state-designated assessments for use in the North Carolina teacher evaluation process are being provided for discussion at the November 2016 meeting of the State Board of Education. Clarifications are provided on the testing requirements (i.e., eligibility, testing window, results used to average final grades) for students enrolled in North Carolina Virtual Public School (NCVPS), students following the Occupational Course of Study (OCS), and high school seniors. Additionally, *update* are provided for changing the assessment name from Math I to NC Math 1 and indicating that the assessments are considered as standardized artifacts for student growth for teachers and school growth for participation in the Teacher Evaluation Process.

Recommendation(s):

It is recommended that the State Board of Education approve the revised policy as presented.

Discussion/Comments:

- SLA Committee Chair Eric Davis explained that a thorough discussion of this item took place during the November meeting.
- In response to his request, Dr. Tammy Howard explained that there was no new information to present at this time.
- There were no further comments.

This item was presented for Discussion during the November State Board of Education meeting and returns for Action in December 2016. (See Attachment SLA 2)

ACTION ON FIRST READING

SLA 3 – Report to the North Carolina General Assembly: Broaden Successful Participation in Advanced Courses

Policy Implications: General Statute §115C-83.4A

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1.1: Increase the graduation rate.

Objective 1.2: Graduate students prepared for postsecondary education.

Objective 1.4: Reduce the percentage of students needing remediation in postsecondary education.

Objective 1.5: Increase student performance on the state’s End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

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Goal 2: Every student has a personalized education

Objective 2.1: Increase the number of students who graduate from high school with post-secondary credit.

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Mrs. Sneha Shah-Coltrane (Director, Division of Advanced Learning)

Description:

This annual report complies with the following legislative mandate:

Beginning November 15, 2014, the State Board of Education shall report annually to the Joint Legislative Education Oversight Committee on advanced courses in North Carolina. (G.S. §115C-83.4A. Advanced courses)

This report relates directly to the work of broadening course enrollment and successful exam participation in advanced courses, both Advanced Placement (AP) and International Baccalaureate (IB), across NC's public schools and the work of the North Carolina Advanced Placement Partnership (NCAPP), led by the College Board, and the efforts of North Carolina teachers, schools and districts.

The report outlines an overall summary in response to the legislation, advanced course enrollment data, and AP exam data.

Recommendation(s):

It is recommended that the State Board of Education accept this updated report prior to submission to the General Assembly.

Discussion/Comments:

- SLA Committee Chair Eric Davis recognized Ms. Sneha Shah-Coltrane to present this item.
- Ms. Shah-Coltrane prefaced this presentation by explaining that this report focuses on legislation passed three years ago to ensure that we are increasing access and successful participation in advanced coursework in North Carolina's public schools, especially in low-performing school districts. She explained that the major goals of the legislation establishes a partnership with the College Board and funds all test fees for Advanced Placement (AP) and International Baccalaureate (IB) course exams. Added to the legislation is the teacher bonus pay pilot, according to Ms. Shah-Coltrane.
- In addition, Ms. Shah-Coltrane provided data for AP and IB Exam Coverage for 2015-16, equaling \$12,421,986. She also shared a chart to show consistent growth annually in student enrollment across the state. For example, the fall enrollment numbers for 2016-17 of 77, 9210 students show an increase of eight percent in enrollments since 2013-14.
- After providing a five-year snapshot of AP exam participation, Ms. Shah-Coltrane highlighted AP data for 2015-16. She stated that she was proud to report there was a 4.6% increase in the scores 3+ or higher. She reported that the number of Black AP exam takers in North Carolina's public schools increased 22.8% from 2015-15, as compared to a 3.6% increase in black AP exam-takers in public schools nationwide. In addition, the number of Hispanic AP exam-takers in North Carolinas public schools increased 21.3% from 2014 to 2015, as compared to an 8.2% increase in Hispanic AP exam-takers in public schools nationwide.

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- In closing, Ms. Shah-Coltrane spoke briefly about continued work and challenges, which include teacher quality and development (including recruitment and retainment), mindset shift, student access and success, and continued synergy.
- In response to Board member Greg Alcorn's inquiry about the increase in participation, Mr. Shah-Coltrane shared that, in her opinion, the reasons are likely three-fold. She stated that the increase could be attributed to focus on pathways, rigor and available planning of advanced courses by the State Board, General Assembly and the Department, noting that large shifts are also occurring related to dual enrollment. The second reason is likely because funding has eliminated the middle income barriers. Lastly, she believes the attention that the College Board partnership has given related to professional development, technical assistance, etc. across the state has helped to synergize schools thinking about how we help students get the most advanced coursework early on. Chair Davis added that emphasis from local school districts and removing barriers for access has helped.
- A brief discussion about the challenges of the test schedule as it relates to block schedules.
- There were no further comments.

This item is presented for Action on First Reading during the December State Board of Education meeting. (See Attachment SLA 3)

ACTION ON FIRST READING

SLA 4 – State Hearing Review Officers Memorandum of Understanding

Policy Implications: General Statute #115C-109.9

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1.1: Increase the graduation rate.

Presenter(s): Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning) and Mr. William J. Hussey (Director, Exceptional Children Division)

Description:

In 1990, the General Assembly enacted Senate Bill 2626 (an act to amend the Exceptional Children's appeal process), which established a two-tier hearing and review system for special education due-process hearings. Any party who disagrees with the decision of an administrative law judge from the Office of Administrative Hearings may appeal that decision by filing a written notice of appeal to the State Board of Education through the Exceptional Children Division; and the State Board of Education, through the Exceptional Children Division, shall appoint a Hearing Review Officer from a pool of Hearing Review Officers approved by the State Board of Education. Approval of a Hearing Review Officer by the State Board of Education is contingent upon the completion of six hours of certification training. The State Board of Education is requested to re-appoint the attached list of Hearing Review Officers for a three-year term. These candidates have completed specialized training related to reviewing and writing hearing decisions and trained in the federal law and state policies related to the education of students with disabilities. The effective period for Hearing Review Officers' terms is August 5, 2016, to August 5, 2019.

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Recommendation(s):

It is recommended that the State Board of Education approve the attached listing of Hearing Review Officers during its December meeting as presented.

Discussion/Comments:

- SLA Committee Chair Eric Davis recognized Mr. Bill Hussey to present this item.
- Mr. Hussey briefly described the two-tier hearing and review system for special education due-process hearings. The purpose of this item is to request approval of the appointment of two new State Hearing Review Officers; the files are available on Simbli eBoard for the Board's consideration.
- There were no further comments.

This item is presented for Action on First Reading during the December State Board of Education meeting. (See Attachment SLA 4)

ACTION ON FIRST READING

SLA 5 – Report to the North Carolina General Assembly: State Agency Collaboration on Early Childhood Education/Transition from Preschool to Kindergarten

Policy Implications: SL 2016-94 (HB 1030) Section 12B.5(b) & Section 12B.5(d)

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1.1: Increase the graduation rate.

Objective 1.2: Graduate students prepared for postsecondary education.

Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

Objective 1.4: Reduce the percentage of students needing remediation in postsecondary education.

Objective 1.5: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Goal 5: Every student is healthy safe and responsible

Objective 5.1: Create and maintain a safe and respectful school environment

Objective 5.2: Promote healthy, active lifestyles for students

Objective 5.3: Decrease the number of students who are chronically absent, dropout, or suspended out of school

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent) and Mr. John Pruette (Executive Director, Office of Early Learning)

Description:

During its 2016 legislative session, the North Carolina General Assembly included special provision language in the budget bill (Session Law 2016-94) requiring the Department of Health and Human Services (DHHS) to work in consultation with the Department of Public Instruction (DPI) to "collaborate on an on-going basis to develop and implement a statewide vision for early childhood education." Defining early childhood education as "birth through third grade," the General Assembly

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asks the DHHS and the DPI to report on their “findings and recommendations, including any legislative proposals” resulting from the aforementioned initiative by January 1, 2017.

Concurrently, the DHHS, in consultation with the DPI, is charged with developing and implementing a standardized program to transition children from preschool to kindergarten. Initial reporting by the DHHS, including any findings, recommendations, and legislative proposals specific to the transition planning are required by December 15, 2016.

Recommendation(s):

It is recommended that the State Board of Education accept the report and included recommendations as presented.

Discussion/Comments:

- SLA Committee Chair Eric Davis recognized Mr. John Pruetto to present this item.
- Mr. Pruetto explained that during the 2016 Legislative Session, the General Assembly included special provision language in the budget bill requiring the Department of Health and Human Services to work in consultation with the Department of Public Instruction to collaborate on an ongoing basis to develop and implement a statewide vision for early children education (birth through grade 3) and to develop and implement a standardized program to transition children from pre-school to kindergarten.
- The purpose of this item to provide an initial report to the General Assembly to include findings and recommendations, and legislative proposals specific to the transition planning.
- Mr. Pruetto provided a comprehensive review the contents of the report, which consolidates the separate reporting requirements into three main parts – Special Provision Language outlining the legislative requirements, the Early Childhood Education: A Statewide Vision, and the Transition from Preschool to Kindergarten Recommendations.
- Mr. Pruetto asked Board members to accept the recommendations included in the report so that it can be submitted to the General Assembly.
- Board member Patricia Willoughby commended the report, stating that this is a great model in respect to collaboration among agencies. She suggested that if there was an opportunity to include an addendum to the report with appendices referring to the studies related to the effectiveness and long-term benefits of pre-k programs as another opportunity to provide that information. Mr. Pruetto agreed with Ms. Willoughby’s suggestion, referencing the recently released study findings from Duke University on preschool programs such as NC Pre-K or More at Four, which show longitudinal affects.
- Vice Chair A.L. Collins spoke briefly about the gap between the money allocated to serve students and the students who are qualified for that service. He suggested finding a way to encourage collaboration among other providers and take a hard look at the funding, noting that he would be interested in a follow-up report on this issue.
- There were no further comments.

This item is presented for Action on First Reading during the December State Board of Education meeting. (See Attachment SLA 5)

DISCUSSION**SLA 6 – Reappointment or Replacement of Compliance Commission Members****Policy Implications:** SBE Policy #TCS-B-000**SBE Strategic Plan:****Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.**Objective 1.1:** Increase the graduation rate.**Objective 1.2:** Graduate students prepared for postsecondary education.**Objective 1.3:** Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.**Objective 1.4:** Reduce the percentage of students needing remediation in postsecondary education.**Objective 1.5:** Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Tammy Howard (Director, Accountability Services)**Description:**

The State Board of Education (SBE) established the Compliance Commission for Accountability in July 1996. The Commission was charged with making recommendations to the North Carolina Department of Public Instruction and State Board of Education related to accountability issues. In December, nine (9) members either may be reappointed or replaced since their terms of office will expire on December 31, 2016. Attached is the current list of Commission members. The names and resumes of the proposed new members will be provided at the December meeting.

Recommendation(s):

It is recommended that the State Board of Education approve the recommendations for four new members and reappointment of five members to the Compliance Commission for Accountability.

Discussion/Comments:

- SLA Committee Chair Eric Davis recognized Dr. Tammy Howard to present this item.
- Dr. Howard explained that the Compliance Commission meets at the Board's direction. She explained that the purpose of this item is to provide recommendations for four new members and the reappointment of five members to the Commission. She explained that the resumes for William W. Peele, III and Dr. Catherine Gentry are available on Simbli eBoard for the Board's review and consideration. According to Dr. Howard, two additional individuals are needed to fill vacant positions – one must be a teacher and the other a local board member. She also noted that, of those two appointments, one must come from the Southwest State Board of Education district.
- Chair Davis asked Board members to provide Dr. Howard with suggestions to fill the two vacancies.
- Following a brief discussion at the suggestion of Board member Wayne McDevitt, there were no objections to moving the seven names forward for approval on Wednesday.
- There was no further discussion.

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This item is presented for Discussion at the December State Board of Education meeting and will return for Action in January 2017. (See Attachment SLA 6)

DISCUSSION

SLA 7 – Submission of Restart Applications

Policy Implications: General Statute §115C-15(25); SBE Policy #GCS-C-40

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1.1: Increase the graduation rate.

Objective 1.2: Graduate students prepared for postsecondary education.

Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

Objective 1.4: Reduce the percentage of students needing remediation in postsecondary education.

Objective 1.5: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Nancy Barbour (Director, District and School Transformation)

Description:

In response to requests from superintendents with Recurring Low-Performing Schools, the Committee for Student Learning and Achievement and the Department extended an opportunity for early submission of Restart Applications. These applications are posted for review and will be processed by the Department, read, reviewed by necessary Divisions, and potentially edited in preparation for their approval at the January State Board Meeting. The following districts and schools have submitted early Restart applications and are included for review and discussion:

Wake County Public Schools

1. *Bugg Elementary School*
2. *Carroll Magnet Middle School*
3. *East Garner Elementary School*
4. *East Garner Magnet Middle School*
5. *East Millbrook Middle School*
6. *East Wake Middle School*
7. *Fox Road Magnet Elementary School*
8. *Millbrook Elementary School*
9. *Poe GT/AIG Basics Magnet Elementary School*
10. *Wendell Middle School*

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Cabarrus County Schools

1. *Royal Oaks Elementary School*
2. *Winecoff Elementary School*
3. *W. M. Irving Elementary School*
4. *Concord Middle School*
5. *Rocky River Elementary School*

Warren County Schools

1. *Mariam Boyd Elementary School*
2. *Warren County Middle School*
3. *Northside K-8 School*
4. *Warren County High School*

Recommendation(s):

It is recommended that the State Board review and discuss these applications.

Discussion/Comments:

- SLA Committee Chair Eric Davis recognized Dr. Nancy Barbour to present this item.
- Dr. Barbour pointed out that there are 19 early submission applications for the Restart model for the Board's consideration. Dr. Barbour reported that she has read all of the applications, which, in her opinion, are proactive related to looking at new strategies to address low-performing schools in the district. She pointed out that representatives from all three LEAs were present in the audience and available for questions.
- In response to Chair Davis's question, Dr. Barbour shared that all of these applications were ready to move forward for approval. She noted further that all of the applications contain innovative strategies that meet the policy. However, she pointed out that the financial and business operation portion of the review had not yet been completed. A brief discussion occurred, followed by comments from Mr. Price about the financial review, which could incur additional cost to the state due to increasing the number of schools in a particular school unit. Board members discussed the option of approving these requests pending the completion of a financial analysis and business operations review.
- Board members held a brief discussion about moving this item from Discussion to Action on First Reading subject to the financial analysis and business operations review. There were no objections.
- There was no further discussion.

This item is presented for Discussion at the December State Board of Education meeting and will return for Action in January 2017. (See Attachment SLA 7)

NEW BUSINESS

- **Update on Multi-Tiered System of Support Initiative**
 - ❖ **Ms. Amy Jablonski (Director, Integrated Academic and Behavior Systems)**
 - ❖ **Dr. Betsy Curry (Associate Superintendent, Curriculum and Instruction, Alexander County Schools)**

Ms. Amy Jablonski prefaced this presentation by reporting that Cohorts 1-4 are fully engaged in their implementation plans of the Multi-Tiered System of Support (MTSS), i.e., 113 traditional LEAs, 54 charter schools, four state-operated programs, and NCVPS are participating in Cohorts 1-4.

Using a PowerPoint presentation, Dr. Betsy Curry (Associate Superintendent of Curriculum and Instruction, Alexander County Schools) provided a comprehensive review of Alexander County Schools' Strategic Plan 2015-2018. She spoke briefly about the implementation process, which included developing common language and integrating the work of MTSS into the School Improvement Planning Process. In addition, she highlighted the District Strategic Plan, Comprehensive Needs Assessments, CNA/School Improvement, Plan/District Plan/Budget Alignment, Principal Evaluation Alignment, District Level Attendance and Support of PLC and SST Meetings.

As it relates to the timeline and next steps, Dr. Curry also spoke about what needs to happen in order to be ready, specifically how the the Self-Assessment of MTSS (SAM) and the CNA drives SIP goals.

In closing comments, Dr. Curry highlighted promising results in 2015-16 despite the following challenges:

- Population of about 5000 students
- 12 schools
- Declining student enrollment
- 6/7 elementary schools are schoolwide Title I
- Five-year average-96.6 of 115 in local

80% of schools met or exceeded growth expectations (All are B's and C's).

93.6% of teachers think ACS is a good place to work and learn-2016 TWC Survey

Dr. Curry shared that the best accomplishment in Alexander County is that teachers are seeing the positive results MTSS is providing. People are empowered and efficacy is growing, according to Dr. Curry. She noted that the gap is closing, which she attributes to good Common Core State Standards and the SST process where focus is on every individual child.

Board member Olivia Oxendine asked how this model is affecting students in exceptional children programs. Dr. Curry shared that Alexander County has a lower number of referrals, but also noted that she was uncertain if that is indicative at this point. She spoke briefly about the fact that teachers would make a referral at times because they did not have the skillset to meet the needs of a particular child. MTSS has helped teachers learn how to do those interventions in the classrooms, which empowers teachers. According to Dr. Curry, Alexander County is not ready for full implementation because the solid interventions are not in place in all of their schools to do full implementation.

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Ms. Jablonski spoke about the example that Alexander County is setting by improving core instruction, not only are they streamlining curriculum and instruction vertically and throughout the layers of support, they are providing a more solid educational experience for students, according to Ms. Jablonski.

➤ **Every Student Succeeds Act (ESSA)**

❖ **Dr. Lou Fabrizio (Director of Data, Research, and Federal Policy)**

❖ **Dr. Tammy Howard (Director of Data, Accountability Services)**

Dr. Lou Fabrizio prefaced this update by sharing that the U.S. Department of Education released final regulations for several sections of the Every Student Succeeds Act (ESSA).

Prior to commenting on the final regulations, Dr. Fabrizio reported out on the External Stakeholders Meeting held on November 14, 2016. Approximately 32 representatives from statewide organizations were present and provided feedback on the draft state plan posted on DPI's website. Staff captured that feedback in order to clarify the information on the plan. Dr. Fabrizio reported that four Public Comment Sessions were held this fall, noting that only 13 individuals in total provided comments. He summarized the comments, noting that most mirrored earlier comments from the spring public comment sessions.

Dr. Fabrizio also provided summary comments about the CCSSO Annual Policy Forum held on November 17-19, 2016. He noted that with the new administration in January, a Congressional Review Act can completely eliminate the final regulations issued by the current administration. Dr. Fabrizio spoke briefly about Senator Lamar Alexander's comments when the draft regulations were originally posted. Another scenario that could occur is that the new administration may set aside the final regulations and restart the rulemaking process. Finally, the new administration could limit the enforcement of certain sections in the final regulations. Dr. Fabrizio noted that all of these scenarios are conjecture in nature.

As it relates to Federal Regulations, released in .pdf format on Monday, the document was 1,029 pages long. The official document, posted in the Federal Register is only 173 pages, according to Dr. Fabrizio. He explained that these federal regulations are related to the areas of accountability, data reporting, and state plans. Dr. Fabrizio noted that regulations delay the dates by when states will be able to submit their plans. Under the initial proposed regulations the dates were March 6 and July 5. The final regulations set the new dates as April 3 or September 18. In addition, Dr. Fabrizio reported that all states must submit a list of assurances by April 3 in order to receive federal funding starting with the 2017-18 school year. He explained further that the U.S. Department of Education (USED) released, on Wednesday, the templates states will be required to use to submit their plans.

Also, USED addressed the issue of identifying schools for comprehensive support and improvement (CSI) as well as targeted support and improvement (TSI). Dr. Fabrizio shared that the NC Department of Public Instruction (NCDPI) made the argument during the comment period that if we have a brand new accountability system in 2017-18, it makes more sense to identify the schools that need comprehensive support and improvement after the first year of implementation of the new accountability system in 2017-18. Then it makes sense to identify schools based on the results from 2017-18 start to and serve those schools in 2018-19, according to Dr. Fabrizio. He was pleased to report that the new regulations mirror that suggestion.

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In addition, Dr. Fabrizio explained that NCDPI suggested a delay in identifying the TSI schools, which was also prescribed in the final regulations.

Another suggestion by NCDPI was to allow states to use the same data in potentially two different indicators, which is also now allowable in the final regulations.

The NCDPI also provided comments suggesting that the USED should not be establishing the minimum amount of funds that has to go to the CSI and TSI schools; the restriction on the minimum amount of money is now a state decision, according to Dr. Fabrizio.

There was a lot of concern raised related to the burden on states with regard to the amount of information USED wanted in the state plans. He reported that the final regulations remove a lot of the descriptions they initially required in different parts of the plan; that information will now be a part of the assurances, according to Dr. Fabrizio.

USED will hold weekly webinars, beginning in January to keep states updated about ESSA, according to Dr. Fabrizio.

Vice Chairman Collins suggested that the Board needs to consider delaying its state plan submission and take advantage of the later dates prescribed in the final regulations. He mentioned that the NC School Board's Association and the Executive Committee of the NC School Superintendents' Association advocated delaying the submission of the state's plan. State Superintendent June Atkinson concurred with Mr. Collins's suggestion, noting a lot of uncertainty. She explained that while staff members need to continue the work, it is important to get as much stakeholder feedback and buy-in to support the decisions of accountability and the other components. Due to time restrictions, Chairman Cobey suggested additional discussion on Thursday, noting consensus around the September 18 submission date. He stated that without objection, the Board may consider a motion in that regard, which would stimulate additional discussion.

The Chairman also requested that Chair Davis, Dr. Fabrizio and the legal staff work to develop a motion for the Board's consideration and discussion on Thursday. The suggestion was so noted by Chair Davis.

Next, Dr. Tammy Howard provided an Accountability Update. She spoke briefly about a meeting with superintendents on November 15 to gather their feedback on indicators and weights for the school designation model. She drew attention to the summary of feedback from the external stakeholders group as well as the superintendents, located on the Simbli eBoard. In addition, Dr. Howard reported that the Superintendents Quarterly meeting is scheduled Friday, December 2, at which time the summary of their feedback will be shared and discussed for a deeper dive into the data. She also pointed out that identifying the indicators is key to the work.

As it relates to Grade 8 Math Double-Testing, Dr. Howard explained that this issue has been discussed in North Carolina for many years. She explained further that ESSA allows for states to no longer have to administer to those students who are taking the EOC math assessment – NC Math 1 in eighth grade to no longer take the EOG in math in grade 8. Students who use NC Math 1 as their grade 8 math assessment requirement must take a higher level math assessment in high school, according to Dr. Howard. She stressed that if North Carolina were to make that decision, it is important to recognize that

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it will require having that higher math assessment in high school, which takes time to get in place. She shared the option of possibly using NC Math 2 for those students or the ACT Math. However, North Carolina would have to establish five achievement levels. Ongoing conversations will be occurring regarding this issue, according to Dr. Howard.

In addition, Dr. Howard explained that, if approved by the state, a local option could allow LEAs and charters to request the state to allow the use of a nationally recognized assessment in lieu of the three end-of-course tests (issue of state law for EOCs). It is important to note that the three end-of-course assessments are a part of the A-F Performance Grades, which is another consideration, according to Dr. Howard.

In response to Board member Olivia Oxendine's reference to one of the attachments, Dr. Howard explained that the particular reference Dr. Oxendine mentioned is a compilation of all of the input received from local districts and charter schools to convene a group to provide feedback on what they would like to see as indicators. The list has been vetted with stakeholders and discussions have occurred about how the data would be collected. Dr. Howard provided examples using attendance and chronic absenteeism. Board member Willoughby spoke briefly about chronic absenteeism as an indicator, suggesting that it provides further evidence that the whole child model is important.

➤ **NC Check-Ins Update**

❖ **Dr. Tammy Howard (Director of Data, Accountability Services)**

Dr. Tammy Howard provided a status update on NC Check-Ins, noting that this is the second year of the pilot. She reminded Board members that the sample of schools required to participate has been expanded and was also opened up to volunteers. Dr. Howard reported that while there are not volunteers in every school district, the majority of LEAs are represented.

She also explained that the purpose of this update was to share the reliability data from the first administration in October; however, the window was extended to mid-November due to Hurricane Matthew. Therefore, statistical analysis from the first and the second administration will be shared with the Board in March 2017.

In addition, Dr. Howard noted that the Department is working hard to provide resources and information to the field on NC Check-Ins and recognized Dr. Tiffany Perkins for comments.

Dr. Perkins drew attention to the attachment on Simbli eBoard that provides an overview of the supports that the Accountability Division and the English Language Arts and Math Sections are providing. There were no questions. Staff members were commended for their work supporting the field.

ADJOURNMENT

Indicating no other business, SLA Committee Vice Chair Oxendine adjourned the December 2016 SLA Committee meeting.

BUSINESS OPERATIONS COMMITTEE MEETING
(Mr. Gregory Alcorn, Chair; Mr. Todd Chasteen, Vice Chair)

The following members were present:

Gregory Alcorn, Chair	Christine Fitch, Local Board Member Advisor
Wayne McDevitt	Freddie Williamson, Superintendent Advisor
Eric Davis	Melody Chalmers, Principal of the Year Advisor
Rebecca Taylor	Keana Triplett, Teacher of the Year
	Yates McConnell, Senior Student Advisor

Also present were:

William Cobey, Chairman	Olivia Oxendine
A.L. "Buddy" Collins, Vice Chairman	Amy White
June St. Clair Atkinson, State Superintendent	Patricia Willoughby

BSOP Committee Chair Gregory Alcorn called the December 2016 Business Operations (BSOP) Committee meeting to order.

ACTION ON FIRST READING

BSOP 1 – K-12 Cyber Security Study

Policy Implications: General Statute §120-29.5 as amended by SL 2016-94 (HB1030) Section 8.17

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

Objective 4.3: Use state and federal funding according to state and federal laws and State Board of Education policies.

Presenter(s): Mr. Michael Nicolaides (Chief Information Officer, Technology Services)

Description:

Per Section 8.17 of HB 1030, the Department of Public Instruction shall conduct a study on cybersecurity in North Carolina public schools, including charter schools. As part of the study, the Department may request local school administrative units and charter schools to submit a summary of their current policies and procedures on cybersecurity practices and procedures to protect student and employee personally identifiable data.

To comply with HB 1030, DPI developed a secure online application to conduct the required cybersecurity survey. The report based on the survey results is due to the General Assembly on December 15.

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Recommendation(s):

It is recommended that the State Board of Education approve this report.

Discussion/Comments:

- BSOP Committee Chair Greg Alcorn explained that this item will be presented in two segments – the first will occur during Closed Session, followed by a public session on Thursday.
- There was no further discussion.

This item is presented for Action on First Reading during the December 2016 State Board of Education meeting. (See Attachment BSOP 1)

ACTION ON FIRST READING

BSOP 2 – Value Ranking for Industry Credentials Earned in Career and Technical Education (CTE)

Policy Implications: Session Law 2016-94, Sec. 8.9(a) (House Bill 1030)

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

Presenter(s): Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning) and Ms. JoAnne Honeycutt (Director, Career and Technical Education Division)

Description:

Session Law 2016-94 created a pilot program to award CTE teachers bonus pay based on the number of industry credentials/certifications earned by their students. The amount of bonus is to be determined by ranking credentials based on academic rigor and the value of the credential to employers. The legislation requires the State Board to work with the North Carolina Department of Commerce to develop the ranking.

While all of the CTE reported credentials have value to students, they are not equal in academic rigor or employer demand. The attachment provided shows three tiers of credentials. Tier One represents credentials that have the lowest academic rigor (required instructional hours for mastery) and/or little or no demand from employers. Tier Two includes credentials with greater rigor (more than 67.5 hours of instruction) and alignment to careers that have good growth potential. Tier Three credentials have the highest rigor (often spanning more than one course of instruction) and strong alignment to jobs that are in high demand.

For purposes of awarding teacher bonus pay, Tier Two credentials will be paid at \$25 each, up to the maximum amount and Tier Three will be paid at \$50 each, up to the maximum amount. Tier One credentials are not eligible for teacher bonus pay. This ranking of credentials will be referenced in the Allotment Policy Manual and used as the basis for determining teacher bonuses.

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Recommendation(s):

It is recommended that the State Board of Education discuss and approve the recommendation as presented.

Discussion/Comments:

- BSOP Committee Chair Greg Alcorn recognized Dr. Maria Pitre-Martin to present this item.
- Using a PowerPoint presentation, Dr. Pitre-Martin provided an overview of Session Law 2016-94, the legislation requiring the State Board of Education to collaborate with the Department of Commerce to determine a value ranking for the credentials earned in order to award bonuses to teachers, i.e., value ranking based on academic rigor and value to employers.
- Dr. Pitre-Martin clarified that while there are several credentials not being recommended to receive a bonus, it is important to note that it does not mean that those credentials do not have a value assigned to the holders of those credentials. She stressed that the department is simply recognizing that those credentials may not have the same level of rigor based on the definition as well as the market value based on research completed in this area.
- Teacher bonuses are based on ranking
 - \$0, \$25, \$50 per credential
 - \$2,000 maximum bonus per teacher
- As it relates to Academic Rigor, Session Law 2016-94, Dr. Pitre-Martin spoke briefly about each of the following issues:
 - DPI staff reported to the Labor and Economic Analysis Division (LEAD) of the Department of Commerce the instructional hours for each credential.
 - Additional consideration was given to credentials that aligned with courses eligible for articulated credit through the High School to Community College Articulation Agreement.
 - LEAD helped flag credentials that may be ineligible for the bonuses.
- Another area Dr. Pitre-Martin focused her comments on was Employment Value, specifically related to entry wage, projected employment growth rates and the projected number of job openings in a certain occupations. She explained that the data for these points was not readily available; therefore DPI worked with LEAD to coordinate the purchase of third-party data to identify credentials listed in job postings. The purpose was to align credentials with a primary occupation to determine entry wage, projected employment growth rate, and projected number of job openings.
- Dr. Pitre-Martin also provided an overview of the list of credentials for Tier One, Tier Two and Tier Three based on academic rigor and employment value, which is posted on Simbli eBoard.
- Dr. Pitre-Martin shared that the Department of Commerce (LEAD) has worked with the department to create what DPI believes is a fair allocation of these credentials based on requirements in the legislation. She stressed that this is a pilot, which provides an opportunity for annual review and to base it on current economic challenges as well as current job market needs at the time. In addition, Dr. Pitre-Martin shared that new certification may be added as new courses come online that meet the job market.
- From a support perspective, Dr. Pitre-Martin stated that the Career and Technical Education staff are prepared to do narrated presentations and webinars to share this information statewide with stakeholders.
- In closing, Dr. Pitre-Martin explained that this item is presented for Action on First Reading due to the payout timeline established in the law.

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- Chair Alcorn spoke briefly about the financial aspect of this item, noting that the maximum bonus is \$2,000.00 per teacher. In response to Mr. Alcorn's question, Mr. Philip Price clarified that the Career and Technical Education Division was able to identify the teachers eligible for the bonuses. He spoke briefly about requesting permission from OSBM to utilize more than the original appropriation and that request was granted. He added further that the department is using anticipated or expected reversions from the State Public School Fund to cover the allotment.
- There was no further discussion.

This item is presented for Action on First Reading during the December 2016 State Board of Education meeting. (See Attachment BSOP 2)

DISCUSSION

BSOP 3 – Reducing Central Office Allotment for Non-Compliance with Required Retirement Systems Division Required Payment

Policy Implications: SBE Policy #TCS-M-003

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

Objective 4.3: Use state and federal funding according to state and federal laws and State Board of Education policies.

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)

Description:

The Department of Public Instruction (DPI) is proposing a new policy to align with the Local Government Employees Retirement System (LGERS) and the Teachers and State Employees Retirement System (TSERS) Board of Trustees policy to intercept delinquent Contribution-Based Benefit Cap (CBBC) contributions. On October 27, 2016, the LGERS and TSERS Boards of Trustees adopted a policy clarifying the use of their authority to intercept state appropriations from employers' delinquent in submitting required employer contributions and other payments due the Retirement System. The LGERS and TSERS Boards of Trustees' adopted policy is related to their authority to intercept state appropriations pursuant to G.S. § 128-30(g)(3) and G.S. § 135-8(f)(3):

"... Upon such notification by the Board of Trustees to the State Treasurer and the Office of State Budget and Management as to the default of the employer, the Office of State Budget and Management shall withhold from any State appropriation due to that employer an amount equal to the sum of all delinquent contributions and other debts due to the Retirement Systems Division and shall transmit that amount to the Retirement Systems Division. ..."

The LGERS and TSERS Boards adopted the following policy related to interception of CBBC-specific liabilities incurred by participating employers:

"Effective January 1, 2017, the Board establishes the 'date set by the Board of Trustees' to intercept delinquent CBBC contributions to be twelve months after the member's effective date of retirement."

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The LGERS and TSERS Boards adopted the following policy related to interception of other delinquent contributions or payments as follows:

“Effective January 1, 2017, the Board establishes the ‘date set by the Board of Trustees’ to intercept other delinquent contributions or payments to be 90 days after final notice that other contributions or payments are due to the Retirement Systems Division.”

Proposed New State Board of Education Policy as incorporated under Special Provisions within Central Office Administration entry in the Allotment Policy Manual:

8. Once the Department of Public Instruction (NCDPI) is notified by the Director of the Retirement System Division (RSD) of the State Treasurer’s Office of delinquent contributions owed by a participating employer (local education agency), the NCDPI will present to the State Board of Education a request to reduce the Central Office Administration allotment to the employer in the amount of the delinquency. Supporting material will include the efforts and dates outlining how the Retirement System Division has tried to collect the funds. The documentation will also outline how this proposed action is in compliance with the legislative authority (G.S. 128-30(g)(3) and the Retirement System’s Board of Trustees’ policies.

Recommendation(s):

This item is being presented for Discussion at the December 2016 State Board of Education meeting and will be presented for Action at the January 2017 meeting.

Discussion/Comments:

- BSOP Committee Chair Greg Alcorn recognized Mr. Philip Price to lead the discussion of this item.
- Mr. Price reported that, in 2014, the General Assembly enacted legislation that addresses certain compensation levels in the Retirement System to be reviewed and possibly have budget implications to the employer due to the increase in the salaries toward the end of their career. Additional legislation authorizes the Treasurer’s Office to go to OSBM to obtain funding if there is a delinquency in payment over a period of time.
- Mr. Price spoke briefly about the process implemented by the Treasurer’s Office to comply with the state regulations to get the funding from the employer. He noted that those policies direct DPI to present to the State Board of Education when there is a condition/need for delinquent payments, etc. to allow us to reduce the central office administration allotment to the LEA to comply with the requirement that the employer return the funding.
- Mr. Price indicated that it is extremely unlikely that any of these policies will be brought forward; however, a policy needs to be in place, according to the State Treasurer’s Office.
- In response to Chairman Cobey’s question, Mr. Price predicted that while it is unlikely that actions would ever come before the Board, there needs to be a policy in place to help them obtain the resources. In response to Chairman Cobey’s follow-up question, Mr. Price clarified that the legislation authorizes the State Treasurer to go to OSBM to reduce funding, which triggers the authority to the department to reduce central office allotments.
- There was no further discussion.

This item is presented for Discussion at the December State Board of Education meeting and will return for Action in January 2017. (See Attachment BSOP 3)

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DISCUSSION

BSOP 4 – Teacher Compensation Models and Advanced Teaching Roles Pilot Program

Policy Implications: Session Law 2016-94, Section 8.7; SBE Policy #TCS-O-001

SBE Strategic Plan:

Goal 3: Every student, every day has excellent educators.

Objective 3.1: Develop and support highly effective teachers.

Objective 3.5: Increase the access to effective and highly-effective teachers for students in low-achieving and high-poverty schools relative to their higher-achieving and lower-poverty peers.

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Mr. Adam Levinson (Chief of Staff) and Dr. Thomas Tomberlin (Director, Educator Human Capital Policy and Research)

Description:

The North Carolina Department of Public Instruction (NCDPI), on behalf of the North Carolina State Board of Education (NCSBE) issued a Request for Proposals (RFP) for teacher compensation model and advanced teaching roles pilot programs as directed by the North Carolina General Assembly (NCGA) in Session Law 2016-94 Section 8.7. See: <http://www.ncleg.net/Sessions/2015/Bills/House/PDF/H1030v8.pdf>.

Per the legislation, by December 15, 2016, the NCSBE shall select up to 10 local school administrative units (LEAs) to participate in the pilot program.

Twelve LEAs submitted proposals for funding under this pilot program: Franklin County Schools, Cumberland County Schools, Charlotte-Mecklenburg Schools, Pitt County Schools, Washington County Schools, Chapel Hill-Carrboro City Schools, Wilson County Schools, Winston-Salem/Forsyth County Schools, Vance County Schools, Cabarrus County Schools, Edgecombe County Schools, and Durham County Schools.

A team of eleven reviewers (see attached list A) used the scoring criteria listed in the RFP to rate each Proposal. Based on the reviewers' ratings, six proposals are recommended for approval by the NCSBE (see attached list B).

Award amounts to LEAs are based, per the legislation, on prorated shares of the available total funds of approximately \$900,000. Funds will be allotted for use in planning during the 2016-17 school year and for operation during the 2017-18 through the 2019-20 school years.

Recommendation(s):

It is recommended that the State Board of Education approve the grant awards listed in attachment B, and outlined in the associated proposal documents (Attachment C).

Discussion/Comments:

- BSOP Committee Chair Greg Alcorn recognized Dr. Tom Tomberlin to lead the discussion of this item.
- Dr. Tomberlin reminded Board members that a Request for Proposals (RFP) was brought before the Board in September related to a General Assembly pilot program related to teacher compensation

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models and advanced teaching roles included in its budget bill; the Board approved an RFP and rubric for scoring those proposals at that time. Dr. Tomberlin shared that since then DPI assembled a group of evaluators to review the proposals and provide ratings. The purpose of today's presentation is to provide the results of that rating process and the allocation of approximately \$900,000.00 as planning funds for the proposals.

- Dr. Tomberlin drew attention to the Reviewers document, located on Simbli eBoard, and expressed gratitude to the reviewers for their work. He also directed Board members to the Summary Award document, also located on Simbli eBoard, which shows the twelve LEAs submitting a proposal for the compensation model. In addition, Dr. Tomberlin spoke briefly about the process for identifying Tier placement as well as the process for funding distribution.
- In response to Board member Christine Fitch's question, Dr. Tomberlin explained that substitutions for those LEAs who did not receive funding was not addressed in the law.
- Following a brief discussion, Board members agreed to move this item from Discussion to Action on First Reading. There were no objections.
- There was no further discussion.

This item is presented for Discussion at the December State Board of Education meeting and will return for Action in January 2017. (See Attachment BSOP 4)

ADJOURNMENT

Indicating no other business, BSOP Committee Chair Alcorn adjourned the December 2016 BSOP Committee meeting.

EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE MEETING
(Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)

The following members were present:

Rebecca Taylor, Chair
 Wayne McDevitt, Vice Chair
 Gregory Alcorn
 Reginald Kenan
 Olivia Oxendine
 Amy White

Christine Fitch, Local Board Member Advisor
 Freddie Williamson, Superintendent Advisor
 Melody Chalmers, Principal of the Year Advisor
 Keana Triplett, Principal of the Year Advisor
 Yates McConnell, Senior Student Advisor

Also present were:

William Cobey, Chairman
 A.L. "Buddy" Collins, Vice Chairman

June Atkinson, State Superintendent
 Eric Davis

EICS Committee Chair Rebecca Taylor called the December 2016 Education Innovation and Charter Schools (EICS) Committee meeting to order.

ACTION ON FIRST READING

EICS 1 – Charter Assumption Recommendation for Community Charter School

Policy Implications: General Statute §115C-218; SBE Policy #TCS-U-007

SBE Strategic Plan:

Goal 1: Every student has a personalized education.

Objective 1.4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools), Ms. Shaunda Cooper (Education Consultant, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

Description:

Each charter school that the State Board of Education (SBE) approves to operate has a time-limited charter term that is not guaranteed for renewal. When entering their renewal cycle, schools must complete a short self-study, respond to any noncompliance issues, and have a renewal site-visit. These renewal site visits permit the schools to bring in multiple groups of stakeholders - parents, teachers, and board members - to provide information that supplements the school's performance data.

Consistent with G.S.115C-218 and SBE Policy TCS-U-007, the following charter school requests renewal of their charter that will expire June 30, 2016:

- *Community Charter School*

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As part of the renewal process, the Office of Charter Schools (OCS) compiles a renewal portfolio for each school; the portfolio consists of information gathered through examined DPI compliance forms, a renewal site visit to each school, and academic and enrollment data from the school and the LEA in which the school resides. OCS presented renewal information to the Charter School Advisory Board (CSAB) on October 13, 2016. In reviewing the totality of information, the Advisory Board decided to bring Community Charter School in for an interview in order to gain a better understanding of the school's situation. On November 16, 2016, the CSAB interviewed Community Charter School. The interview, board discussion, and data review of enrollment, finances, and academic performance, resulted in an "Assumption" recommendation to the State Board of Education from the CSAB for Community Charter School.

Recommendation(s):

It is recommended that the State Board of Education approve the renewal recommendations of the Charter School Advisory Board.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor recognized Mr. Alex Quigley to present this item.
- Board member Eric Davis recused himself from the discussion of this item.
- Mr. Quigley explained that the Charter School Advisory Board (CSAB) recommends that the assumption process begin for Community Charter School and suggested that the Board expedite this recommendation. From his perspective, Mr. Quigley stated that the trend lines are trending downward in the three most important categories: declining test scores over the last three years, declining enrollment over the last three years, and a pattern of over expenditures in the financial component, which is coupled with looking at the economically disadvantaged performance – they are 20% below Charlotte Mecklenburg's performance data.
- According to Mr. Quigley, the school is in agreement with the recommendation for assumption. He added that the CSAB would move for revocation of their charter otherwise.
- In response to Chairman Cobey's question, Mr. Quigley spoke briefly about the possibility of interest from other groups that may want to assume this charter. A brief discussion occurred regarding the timeline. Mr. Quigley reiterated that if the school is not assumed, the CSAB would recommend non-renewal.
- There was no additional discussion.

This item is submitted for Action on First Reading during the December 2016 State Board of Education meeting. (See Attachment EICS 1)

DISCUSSION

EICS 2 – North Carolina Virtual Public School Annual Report

Policy Implications: Session Law 2011-145 Section 7.22(h);(G.S.v66-58 (c)

SBE Strategic Plan:

Goal 2: Every student has a personalized education.

Objective 2.2: Increase the number of teachers and students using online tools.

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Presenter(s): Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer) and Dr. Eliz Colbert (Executive Director, North Carolina Virtual Public School)

Description:

Session Law 2011-145 SECTION 7.22 (h);(G.S.v66-58 (c) dictates that "Beginning in 2011, the Director of NCVPS shall submit an annual report on NCVPS to the State Board of Education no later than December 1 of each year. The report shall use data from the previous fiscal year and shall include statistics on actual versus projected costs to local school administrative units and charter schools, student enrollment, virtual teacher salaries, and measures of academic achievement."

The NCVPS Executive Director will share the 2015-16 Annual Report. The report highlights the accomplishments, achievement, outreach initiatives programs, processes, and enrollment for 2015-16 fiscal year.

Recommendation(s):

It is recommended that the State Board of Education approve the NCVPS 2015-16 Annual Report on first reading at the December 2016 meeting. The report should be submitted to the NC General Assembly before December 15, 2016.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor recognized Dr. Mia Murphy to present this item.
- Dr. Mia Murphy briefly highlighted the NCVPS 2015-16 Annual Report, noting that the big data of the division uses business intelligence techniques to deliver easy interpretation and analysis of the impact NCVPS has had on teaching and learning across the state. She drew attention to the report located on Simbli eBoard and reviewed the information contained in the report. She also pointed out the interactive features and included information related to notable enrollment and programmatic highlights of the 2015-16 academic year, an NCVPS Scorecard, academic results, highlights of the NCVPS teachers (including salaries), impact on districts, and projected vs. actual enrollment.
- Brief clarifying discussions occurred regarding the data. In addition, Dr. Oxendine asked about the NC Teacher Working Conditions Survey. Dr. Murphy spoke briefly about how they were able to customize the survey to meet the needs of NCVPS.
- In response to Vice Chairman Collins' question, Dr. Murphy spoke about the Advanced Placement course scores in comparison to the state and how they are addressing those issues. Following Mr. Collins's suggestion, Dr. Murphy agreed that NCVPS could add the data about the number of test takers.
- There was no additional discussion.

This item is submitted for Discussion during the December 2016 State Board of Education meeting and will return for Action in January 2017. (See Attachment EICS 2)

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DISCUSSION

EICS 3 – Joint Legislative Education Oversight Committee Report: Virtual Charter School Pilot Report

Policy Implications: Session Law 2014-100 (SB 744, Budget Bill) Sec. 8.35(g)

SBE Strategic Plan:

Goal 2: Every student has a personalized education.

Objective 2.4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools) and Dr. Deanna Townsend-Smith (Lead Consultant, Office of Charter Schools)

Description:

Per North Carolina Session Law 2014-100 (Senate Bill 744, Budget bill, Section 8.35(g), the State Board of Education (SBE) “shall report on the initial implementation of the pilot program to the Joint Legislative Education Oversight Committee by November 15, 2016, and on findings from three years of operation of the pilot program by November 15, 2018. At a minimum, the report shall include the following:

1. The number of students who have enrolled in courses offered by the schools.
2. The number and types of courses offered by the schools.
3. The withdrawal rate of students after enrollment.
4. Student performance and accountability data.
5. Information on the implementation, administration, and funding for the pilot program.
6. Recommendations on the modification, continuation, and potential expansion of the program.

The attached draft report will fulfill this legislative requirement.

Recommendation(s):

The Office of Charter Schools recommends that the State Board of Education approve this report for submission to the Joint Legislative Education Oversight Committee (JLEOC) of the NC General Assembly.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor recognized Mr. Dave Machado to lead this discussion item.
- Mr. Machado prefaced this presentation by reminding Board members that Senate Bill 744 states that the State Board of Education (SBE) “shall report on the initial implementation of the pilot program to the Joint Legislative Education Oversight Committee by November 15, 2016, and on findings from three years of operation of the pilot program by November 15, 2018.” He reviewed the minimum reporting requirements for the Board’s consideration.
- Mr. Machado reported that the Office of Charter Schools requested and received an extension on the due date of this report until January 16, 2017, in order to provide additional feedback from the two virtual charter school stakeholders, including surveys sent to families and interviews conducted with administrators and school board members of NC Connections Academy and NC Virtual Academy. Mr. Machado highlighted enrollment and withdrawals, funding, school performance and

accountability, and survey data included in the report. Mr. Machado fielded several clarifying questions related to the data.

- Local Board Member Advisor Christine Fitch noted that she wanted to go on record as stating that these virtual charters are allowed to show withdrawals while traditional schools must show these students as dropouts, which gives mixed information to the public because it is not a fair analysis in comparison. She stressed that the language should be consistent in both instances.
- In addition, Mr. Collins made brief comments on growth numbers, noting that he was most concerned with the general market penetration.
- State Superintendent June Atkinson stated that it is challenging for DPI to be able to trace students who leave the public arena and enroll in a home school or private school. She stated that it would require a change in legislation to assign numbers in order to track those students.
- A brief discussion occurred about the minimum requirement of instructional time.
- Chair Taylor pointed out that the law is written in such a way that allows these pilots to actually grow up to 20% each year and suggested that these pilots need to be monitored closely. She also suggested that she would like this issue on the CSAB's radar and to have the CSAB provide recommendations along the way. Her suggestion was so noted.
- Mr. Machado clarified Board member Olivia Oxendine's question about withdrawals by reviewing the law.
- Chairman Taylor noted Board member Wayne McDevitt's suggestion that during the next update perhaps this is the type of dialogue the Board should have rather than just a speech.
- There was no further discussion.

This item is submitted for Discussion during the December State Board of Education meeting and will return for Action in January 2017. (See Attachment EICS 3)

DISCUSSION

EICS 4 – Program Approval Requests Under the Cooperative Innovative High School Program Recommendations

Policy Implications: General Statute §115C-238.50, Part 9

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1.1: Increase the graduation rate.

Objective 1.2: Graduate students prepared for postsecondary education.

Objective 1.4: Reduce the percentage of students needing remediation in postsecondary education.

Objective 1.5: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Goal 2: Every student has a personalized education.

Objective 2.1: Increase the number of students who graduate from high school with postsecondary education.

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Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Mrs. Sneha Shah-Coltrane (Director, Advanced Learning)

Description:

Section 2, Article 16 of Chapter 115C-238, Part 9, Cooperative Innovative High School Programs authorizes local boards of education with boards of trustees of colleges/universities to jointly establish cooperative innovative programs in high schools and colleges/universities that will expand students' opportunities for education success through high quality instructional programming.

Legislative language requires a multi-phase approval process to establish a Cooperative Innovative High School (CIHS). First, the State Board of Education and the appropriate board(s) of the Institutions of Higher Education (IHE) provide a programmatic review of the applications and subsequent approval. Upon completion of this phase, the General Assembly must approve all associated funding requests for each application. The General Assembly may approve funding requests in whole or in part, or may choose not to provide funding. Should the General Assembly choose not to provide funding, the requesting district may revise the application and request SBE approval to open the program with local funds, if desired.

The Joint Advisory Committee, which includes staff from NCDPI, NC Community College System, and UNC General Administration, reviewed each application submitted in September 2016. Cooperative Innovative High School applications are being recommended to the State Board of Education for approval. If approved, these applications will go to the State Board of Community Colleges or to the UNC Board of Governors, according to the IHE partner, for the next step of approval.

Names of schools recommended for approval:

Ashe County Early College High School
 Bladen Early College High School
 Cumberland Polytechnic High School
 Charlotte Teacher Cadet Early College
 Elizabeth City Pasquotank Early College
 Harnett County Early College
 Agriculture and Science Early College (Iredell-Statesville Schools)
 McDowell Academy for Innovation
 Montgomery County Early College
 Onslow Early College High School
 CTE High School North (Wake County Schools)
 Washington County Early College High School

To be determined:

Middle College at Mercanas Campus (Charlotte-Mecklenburg Schools)

Recommendation(s):

It is recommended that the SBE discuss the CIHS Joint Advisory Committee recommendations as presented.

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Discussion/Comments:

- EICS Committee Chair Rebecca Taylor recognized Ms. Sneha Shah-Coltrane to lead this discussion item.
- Using a PowerPoint presentation, Ms. Shah-Coltrane prefaced this presentation by providing an update on the current status of the Cooperative Innovative High Schools (CIHS) Program. Currently, there are 116 CIHS. In 2015-16, CIHS served 21, 272 students. In addition, she noted that last year the new Cooperative Innovative High Schools received no supplemental funding from the General Assembly.
- Using a graphical map, Ms. Shah-Coltrane showed the location of CIHS across the state, noting that seven of the 13 applications coming forth for approval are in districts where a CIHS does not currently exist. She briefly described the application process, explaining that these new schools would open in the 2017-18 school year following final approvals and funding from the General Assembly.
- She presented the JAC recommendations for the 13 program approvals listed for the Board's consideration.
- Noting a robust conversation about legislative requirements, Board member Wayne McDevitt stated that a number of those applicants would require appropriations. He asked if the CIHS Program is included in the budget request. Ms. Shah-Coltrane indicated that the November 14 Budget Expansion Request provides different variations of support for CIHS. Mr. Price concurred that funding was included in the request, but he noted that it was not at the level to restore funding from historical school districts that had not received the \$300K from the General Assembly. A brief discussion ensued.
- Drawing attention to State Superintendent June Atkinson's Graduation Recognition 100% Club, Board member Willoughby noted that almost all of those in the 100% Club are Cooperative Innovative High Schools. In response, Ms. Shah-Coltrane added that the track record for these schools is exceptional related to graduation rates, noting further improvement with college completion rates as well.
- In response to Board member Olivia Oxendine's request for a status update, Ms. Shah-Coltrane explained that the annual report is due in February.
- Ms. Shah-Coltrane highlighted several of the CIHS applicants, including a Teacher Cadet Early College in Charlotte in cooperation with UNC-Charlotte.
- There was no further discussion.

This item is presented for Discussion in December and will return for Action during the January 2017 State Board of Education Meeting. (See Attachment EICS 4)

DISCUSSION

EICS 5 – Recommendation for Amendments for SBE Policy #TCS-U-017

Policy Implications: General Statute §115C-218; SBE Policy #TCS-U-017

SBE Strategic Plan:

Goal 2: Every student has a personalized education.

Objective 2.4: Increase the number of charter schools meeting academic, operational, and financial goals.

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Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

Description:

The attached draft version of TCS-U-017 contains amendments to the policy proposed by the Charter Schools Advisory Board (CSAB) upon recommendation from the Office of Charter Schools at its November 2016 meeting, consistent with House Bill (HB) 242, which directs the following:

"If a charter school is continually low-performing, the State Board is authorized to terminate, not renew, or seek applicants to assume the charter through a competitive bid process established by the State Board. However, the State Board shall not terminate or not renew the charter of a continually low-performing charter school solely for its continually low-performing status if the charter school has met growth in each of the immediately preceding three school years or if the charter school has implemented a strategic improvement plan approved by the State Board and is making measurable progress toward student performance goals. The State Board shall develop rules on the assumption of a charter by a new entity that includes all aspects of the operations of the charter school, including the status of the employees. Public assets shall transfer to the new entity and shall not revert to the local school administrative unit in which the charter school is located pursuant to G.S. 115C-218.100(b)."

To help guide the assumption process, the Office of Charter Schools recommended a Process and Timeline (attached) which the CSAB discussed and slightly adjusted on November 15, 2016.

Recommendation(s):

The Charter Schools Advisory Board recommends that the State Board of Education approve this policy as amended.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor recognized Mr. Alex Quigley to present this item.
- Mr. Quigley explained that this item is brought forth with updated language in the policy to reflect the change in statute related to the continually low-performing school criteria. The language will replace the previous language "inadequate performance." He also noted that additional detail is provided related to the relative factors for entities considering assumption and how they would be evaluated regarding feasibility. According to Mr. Quigley, a timeline is included for assumption. Mr. Quigley explained that the CSAB suggests changing the language in the timeline from December, January, February, and March to Month 1, Month 2, Month 3, and Month 4 to give the Office of Charter Schools flexibility.
- Chairman Cobey suggested that it may be beneficial to show how a charter can be consumed. A brief discussion ensued.
- There was no further discussion.

This item is presented for Discussion in December and will return for Action during the January 2017 State Board of Education Meeting. (See Attachment EICS 5)

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ADJOURNMENT

Indicating no other business, EICS Committee Chair Rebecca Taylor adjourned the December 2016 meeting of the EICS Committee.

EDUCATOR STANDARDS AND PRACTICES COMMITTEE MEETING
(Dr. Olivia Oxendine, Chair; Mr. Eric Davis, Vice Chair)

The following members were present:

Olivia Oxendine, Chair
Eric Davis, Vice Chair
Reginald Kenan
Amy White
Patricia Willoughby

Christine Fitch, Local Board Member Advisor
Freddie Williamson, Superintendent Advisor
Melody Chalmers, Principal of the Year Advisor
Keana Triplett, Teacher of the Year Advisor

Also present were:

William Cobey, Chairman
A.L. "Buddy" Collins, Vice Chairman
June St. Clair Atkinson, State Superintendent

Greg Alcorn
Wayne McDevitt
Rebecca Taylor

ES&P Committee Chair Olivia Oxendine called the December 2016 Educator Standards and Practices (ES&P) Committee meeting to order.

ACTION

ES&P 1 – General Licensure Requirements – Provisional License in Additional Content Areas
Policy Implications: SBE Policy #TCP-A-001

SBE Strategic Plan:

Goal 3: Every student, every day has excellent educators.

Objective 3.1: Develop and support highly effective teachers.

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Thomas Tomberlin (Director, Educator Human Capital Policy and Research) and Dr. Lynne C. Johnson (Director, Educator Effectiveness)

Description:

Pursuant to General Statute § 155C-325(6), employees who hold a provisional license cannot be identified as a "teacher". NCDPI recommends revising this policy to remove references to provisional licensing while still allowing LEAs the flexibility to assign teachers who hold a continuing license to other content areas. Policies changes to TCP-A-001 are limited to sections 1.25-1.55 and section 1.90.

Recommendation(s):

It is recommended that the State Board of Education approve the evaluation and licensure policy changes on the attached list.

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Discussion/Comments:

- ES&P Committee Chair Olivia Oxendine recognized Dr. Tom Tomberlin to lead the discussion of this item.
- Dr. Tomberlin drew attention to the changes located on pgs. 11 and 12 of the Attachment. He explained that the policy allows LEAs to grant provisional licenses to teachers in elementary schools and the core subjects. He explained further that these licenses will have requirements attached to convert to clear licenses within five years.
- A brief discussion occurred in response to Chair Oxendine's question about financial implications for teachers who will have additional endorsements as it relates to professional development. He also explained that the teacher would have some obligation to do coursework and testing; however, assumption of that cost is a local decision.
- Dr. Oxendine recommended grouping the information about provisional licensing on pgs. 11 and 12. Dr. Tomberlin noted the suggestion and explained that reformatting is allowable without Board approval prior to posting.
- There was no further discussion.

This item was submitted for Discussion during the November State Board of Education meeting and returns for Action in December 2016. (See Attachment ES&P 1)

NEW BUSINESS

➤ BB&T Institute Leadership Update

- ❖ **Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Lynne Johnson (Director, Educator Effectiveness) and Ms. Rosalind Guerrie (Senior Vice President, The BB&T Leadership Institute)**

Dr. Lynne Johnson introduced Ms. Rosalind Guerri to provide the BB&T Institute Leadership update, following a brief description of the department's partnership with BB&T.

Ms. Rosalind Guerri prefaced this presentation by providing a historical review of the BB&T Leadership Development Program, which was formed in 1957. She described the Leadership Institute Development model and spoke briefly about client groups. According to Ms. Guerri, BB&T began offering its flagship program, Mastering Leadership Dynamics, customized for the public school principal audience.

- 2 pilot sessions in summer 2014
- 34 offerings during 2014-15 and 2015-16 school years
- 11 offerings scheduled for 2016-17 school year

Launched Summer at the Institute programs for graduates of Mastering Leadership Dynamics.

- Based on common themes in leadership challenges for principals
- Leading Change with Purpose – Summer 2015 and 2016
- Fostering Teacher Engagement – Summer 2016

Facilitated customized programs for school leaders on various leadership topics (interpersonal relationships, managing change, and leadership and personality).

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Ms. Guerri spoke briefly about North Carolina's Impact and Investment

- 600 school leaders
- \$2,097,640 Gift-in-Kind Investment in NC Public Schools
- 50+ LEAs

She also provided data from the BB&T Corporate Annual Report. In addition, she commented on future strategies in the short term:

- Support district commitments through open enrollment programs through end of 2017-18 school year
- Support select Principal Preparation programs
- Northeast Leadership Academy (NELA)*
- High Point University Leadership Academy*
- NC Principal Fellows
- Support select district-level or other requests
 - Project Impact -WS/FCS
 - NCCAT-Teacher Leadership programs

Ms. Guerri spoke briefly about expanding to South Carolina and described the School Leader Program model currently underway in that state. In addition, she highlighted the model in Kentucky, which is sponsored by the Kentucky Chamber of Commerce.

In closing, Ms. Guerri shared that the BB&T Institute graduate programs will continue in the summer.

Dr. Oxendine expressed appreciation that BB&T was working with the Principal Fellows Program.

- **New Federal Regulations Regarding Teacher Preparation Guidelines**
 - ❖ **Mr. Andrew Siobert (Consultant, Educator Effectiveness Division)**
 - ❖ **Ms. Joyce Gardner (Consultant, Educator Effectiveness Division)**

Using a PowerPoint presentation, Mr. Andrew Siobert provided an overview of the new federal regulations for Teacher Education Programs, specifically speaking about revisions to the reporting system under Title II of the Higher Education Act of 1965, which has the effect of law and cannot be changed other than by an Act of Congress.

As it relates to the new regulations, Mr. Siobert explained that the rationale for these changes are

- to ensure the public has accurate info on the quality of teacher preparation programs.
- to guide improvement for educator preparation programs.
- to encourage effective use of the Title II reporting system for program improvement.

Mr. Siobert explained that the big change for states is that ratings move from the institution level to the specific licensure program areas (Effective, At Risk of Becoming Low Performing and Low Performing).

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Mr. Siobert also reviewed the ratings, which are based on four indicators: Student Learning Outcomes, Employment Outcomes, Survey Results and Program Characteristics.

Other noteworthy information included the weight of ratings, which is up to the state. Weighting applies to programs generating 25 or more candidates (states can lower)

- Large programs will have multiple reports
- Up to four years can be combined to achieve the count of 25 or a lower number selected by the state
- States can also sum across programs from same IHE
- Rules are unclear about addressing the very smallest program

After speaking briefly about the role of the stakeholder group, Mr. Siobert provided a snapshot of the timeline. He also spoke briefly about uncertainties, which include whether a program can survive a very public designation of low performing long enough to turn things around and how to identify the state's smallest program for effectiveness.

As it relates to implementation costs, these regulations do not constitute an unfunded mandate, according to Mr. Siobert.

ADJOURNMENT

Indicating no other business, ES&P Committee Chair Olivia Oxendine adjourned the December 2016 meeting of the ES&P Committee.

RECONVENE IN OPEN SESSION

After the Board committees concluded their work, Chairman Bill Cobey convened the State Board of Education meeting in Open Session and the following members were present:

William Cobey, Chairman
A.L. "Buddy" Collins, Vice Chairman
Todd Chasteen
Eric Davis

Reginald Kenan
Wayne McDevitt
Olivia Oxendine
Rebecca Taylor
Amy White
Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent
Christine Fitch, Local Board Member Advisor
Freddie Williamson, Superintendent Advisor

Melody Chalmers, Principal of the Year Advisor
Keana Triplett, Teacher of the Year Advisor

CLOSED SESSION

Noting for the audience that the Board will immediately adjourn following its Closed Session, Chairman Cobey called for a motion to go into Closed Session.

Upon motion made by Vice Chairman A.L. Collins and seconded by Ms. Patricia Willoughby, the Board voted unanimously to go into Closed Session to consult with our attorneys on attorney-client privileged matters to discuss personnel and confidential matters, and to consider the handling of the following case:

- *John G. Scanlon v. June Atkinson;*
- *Smith v. NC Department of Public Instruction; and*
- *Dynamic Community Charter School v. State Board of Education*

Chairman Cobey requested a motion to adjourn the Wednesday session of the State Board of Education meeting.

Upon motion made by Mr. Wayne McDevitt and seconded by Ms. Becky Taylor, the Board voted unanimously to recess the State Board of Education meeting until Thursday, December 1, 2016, at 9:00 a.m.

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
December 1, 2016**

The North Carolina State Board of Education met and the following members were present:

William Cobey, Chairman
A.L. “Buddy” Collins, Vice Chairman
Dan Forest, Lt. Governor
Janet Cowell, State Treasurer
Greg Alcorn
Todd Chasteen
Eric Davis

Reginald Kenan
Wayne McDevitt
Olivia Oxendine
Rebecca Taylor
Amy White
Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent
Christine Fitch, Local Board Member Advisor
Freddie Williamson, Superintendent Advisor

Melody Chalmers, Principal of the Year Advisor
Keana Triplett, Teacher of the Year Advisor
Bobbie Cavnar, Teacher of the Year Advisor
Yates McConnell, Senior Student Advisor

CALL TO ORDER AND INTRODUCTION

State Board of Education Chairman William Cobey called the Thursday, December 1, 2016, session of the State Board of Education meeting to order and declared the Board in official session. He welcomed Board members and advisors, staff, onsite visitors, online listeners, and Twitter followers to the meeting. Chairman Cobey noted that the Board’s meetings are audio-streamed each month and are accessible through a link posted at the bottom of the Simbli eBoard agenda, along with all of the Board materials. Following a brief overview of the Thursday agenda, which was approved on Wednesday, Chairman Cobey read the Ethics Statement.

ETHICS STATEMENT

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Cobey reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. There were no conflicts of interest communicated at this time. The Chairman then requested that if, during the course of the meeting, members became aware of an actual or apparent conflict of interest that they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

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Board member Wayne McDevitt was recognized to lead the Board with the Pledge of Allegiance.

APPROVAL OF MINUTES

Discussion/Comments:

- Chairman Cobey requested a motion to approve the minutes of the November 2-3, 2016, State Board of Education meeting.
- There was no discussion.

Mr. Greg Alcorn made a motion to approve the minutes of the November 2-3, 2016, State Board of Education meeting. Seconded by Ms. Patricia Willoughby, the Board voted unanimously to approve the minutes as presented.

SPECIAL RECOGNITION

State Superintendent June Atkinson shared that it was a pleasure to recognize outstanding educators in North Carolina in the areas of math and science and recognized Dr. Maria Pitre-Martin to introduce the finalists and winners of the 2016 Presidential Awards of Excellent for Mathematics and Science.

Dr. Pitre-Martin explained that the Presidential Awards for Mathematics and Science teaching are the highest recognition awards to be received by a K-12 mathematics and science teacher in the United States. She explained further that the awards were established by Congress in 1983, and administered on a national level by the National Science Foundation on behalf of the White House of Science and Technology Policy. Dr. Pitre-Martin recognized DPI consultants Ms. Kitty Rutherford and Mr. Reagan Spain who are responsible for administering the state-level awards program for the Department of Public Instruction. She spoke briefly about the award cycle and criteria prior to introducing the finalists and winners below. Each awardee was invited forward for photographs.

2016 Presidential Math and State Finalists

➤ Math Finalists

- ❖ Candace Crothers (Glenwood Elementary, Chapel Hill-Carrboro Schools)
- ❖ Claudia Fann (Pleasant Garden Elementary, Guilford County Schools)
- ❖ Heather Landreth (WH Robinson Elementary, Pitt County Schools)

➤ Science Finalists

- ❖ Andrea Gladden (Icard Elementary, Burke County Schools)
- ❖ Adam Haas (Rocky River Elementary, Union County Schools)
- ❖ Laura Thomas (The Exploris School, Raleigh)

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2015 Presidential Awards for Excellence in Math and Science

- Grades K-6
 - Justin Osterstrom – Science (Martin Middle School, Wake County Schools)
 - Kayonna Pitchford - Math (Stoney Point Elementary, Cumberland County Schools)
- Grades 7-12
 - Lauren Baucom - Math (Forest Hills High School, Union County Schools)
 - Karen Newman - Science (Durham Academy, Durham, NC)
- **North Carolina Internal Audit Award of Excellence**
 - ❖ **Ms. Jeani Allen (Director, Internal Audit)**

State Superintendent June Atkinson recognized The Honorable Beth Wood to present the NC Internal Audit Award of Excellence for North Carolina.

NC State Auditor Wood prefaced this presentation by explaining that as the State Auditor she sits on the Council of Internal Auditing, which established the North Carolina Internal Audit Award of Excellence in 2007. This award is intended to acknowledge and express appreciation for outstanding accomplishments made by an individual internal auditor or an internal audit function within North Carolina state government. She explained that functions of internal auditors are to ensure that tax dollars are not being wasted, all transactions are being accounted for and reported properly. State Auditor Wood stressed that the role of internal auditor is a very important and critical function for all state agencies.

In addition, State Auditor Wood explained that this is an annual award for state government and the university system internal auditors. She spoke briefly about the criteria for the award, noting that the recipient must go clearly above and beyond that which would be expected from a competent internal auditor. She added that the individual is to be innovative in the area of internal auditing and promote the profession of internal auditors. State Auditor Wood spoke about the difference between her position and that of an internal auditor, which she described as a thankless job.

State Auditor Wood announced that the Council of Internal Auditing is extremely pleased to be able to present the Council of Internal Auditing Award of Excellence to Ms. Jeani Allen in December. She reiterated that Ms. Allen consistently goes above and beyond and sets an example for all internal auditors across the state.

Ms. Allen was invited forward for a photograph.

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➤ **Outgoing State Board of Education Local Board Advisor**

❖ **Dr. Christine Fitch (Local Board of Education Member, Wilson County Schools)**

On behalf of the State Board, Chairman Bill Cobey thanked Dr. Fitch for her commitment to public education and her service to the State Board of Education. She was invited forward to receive a crystal apple as a token of the Board's appreciation. Dr. Fitch spoke briefly about her experiences as a Board Advisor and thanked the Board for the opportunity to serve as an advisor on behalf of local boards of education. The presentation was photographed.

➤ **State Board of Education Tribute to a Former SBE Chairman**

❖ **Resolution Honoring State Board of Education Chairman Emeritus Howard Haworth Harrison Haworth – In Memoriam**

Chairman Bill Cobey spoke briefly about the State Board of Education having had the privilege of leadership from many outstanding citizens over the years. He announced that on Friday, November 18, former State Board of Education Chairman Emeritus Howard Haworth passed away in his home. He served as a member of the State Board beginning in 1987 and became Chairman in 1988. Chairman Cobey shared that immediately upon assuming the Chairmanship of the Board, Howard Haworth made his top three priorities known: adequate compensation for teachers and all other educators, decreasing the dropout rate, and giving more authority and flexibility to local school systems. Chairman Cobey noted that all of his priorities were right on target, noting that Mr. Haworth must have been proud of Dr. Atkinson and the work of the Department in decreasing the dropout rate to an all-time low under her leadership.

Chairman Cobey recognized Board member Eric Davis to read the following resolution prepared to honor Mr. Haworth. In addition, he noted that a copy of the resolution will be shared with Mr. Haworth's wife, Pat, and their children.

**NORTH CAROLINA STATE BOARD OF EDUCATION
Resolution Honoring
North Carolina State Board of Education Chairman Emeritus
For His Outstanding Service to North Carolina – in Memoriam**

WHEREAS, the North Carolina State Board of Education takes pride in the extraordinary qualities and dedication of the citizens who have served public education as State Board members; and

WHEREAS, State Board of Education Chairman Emeritus Howard Harrison Haworth reflected these qualities in an exceptional manner during his service to the state of North Carolina in various capacities over several decades; and

WHEREAS, Chairman Emeritus Haworth's lifelong record of service benefitted North Carolina – the state he loved deeply - at the highest levels in the most remarkable manner; and

WHEREAS, Mr. Haworth's beliefs and convictions that all children, regardless of circumstances or geography, should finish high school prepared to control their own destiny and their own future; and

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WHEREAS, Howard Harrison Haworth championed the cause of adequate compensation for all educators, understanding that, as in business, we must pay for the best and brightest for they are the shapers of our state's future; and

WHEREAS, Chairman Emeritus Haworth's unique experience as a highly successful businessman and strong, relentless advocate for children and educators, positioned him uniquely to grasp the connection of success to one's education – individual success of our students whose accomplishments, be they career or personal, would ultimately accrue not only to the good of the child in later life but also to the good of the Great State of North Carolina; and

WHEREAS, this State Board of Education appreciates Chairman Emeritus Haworth's personal integrity, courage, and commitment to life improvement for all through education, both K-12 and post-secondary, and how these traits translated into his great vision for the possibility always for a better tomorrow for all; and

WHEREAS, the Board acknowledges that Howard Harrison Haworth was a rare and singular individual who gave much to his beloved wife, Pat, and to his family, friends, community, and state;

NOW, THEREFORE BE IT

RESOLVED, That the North Carolina State Board of Education expresses its heartfelt thanks to Ms. Patricia Haworth for having the generosity of heart to share her beloved Howard with many, in education, business, and countless community endeavors, working always for the greater good; and

RESOLVED, That the Board expresses its infinite thanks for Chairman Emeritus Haworth's continued interest in and work for education throughout his life, far past his service on the State Board of Education; and

RESOLVED, That the Board honors and commends the soft-spoken, articulate Howard Harrison Haworth posthumously as a man of greatness, kindness, wisdom, and generosity; and

RESOLVED, That the Board, influenced by Mr. Haworth's knowledge, experience, lifetime of hard work, selfless service, and caring for all humankind, directs the State Superintendent of the Department of Public Instruction to enter a copy of this resolution into the official minutes of the State Board of Education, and that an appropriately signed copy be presented to his wife, Ms. Patricia Garrison Haworth.

SBE Chairman William Cobey

State Superintendent June St. Clair Atkinson
December 1, 2016

Upon motion by Mr. Eric Davis and seconded by Mr. Wayne McDevitt, the Board voted unanimously to approve the resolution honoring Chairman Emeritus Howard Haworth as presented.

➤ **Resolution Honoring State Treasurer Janet Cowell**
❖ **State Treasurer Janet Cowell**

Chairman Bill Cobey spoke briefly about the outstanding service of State Treasurer Janet Cowell who he described as having a remarkable eight-years of service in North Carolina in the capacity of State Treasurer. Chairman Cobey stated that the people of North Carolina owe State Treasurer Cowell a debt of gratitude for all that she has done to safeguard the credit rating of North Carolina, to protect and grow the retirement fund – making it one of the best and strongest in the world.

On a personal note, Chairman Cobey shared that State Treasurer Cowell's care and concern for her adopted state reflects the values imbued in her by her family. He stated that her intellect, her ability to apply and expand her varied experience in her work for the betterment of it each day, and her enormous integrity all speak more highly of her than mere words can.

Chairman Cobey invited State Treasurer Cowell forward to accept the Board's crystal apple, as a mere token of the Board's appreciation but also as a future reminder to her of her work on behalf of children and educators. He recognized Mr. Martez Hill to read into the record the Resolution prepared in honor of State Treasurer Cowell.

NORTH CAROLINA STATE BOARD OF EDUCATION
Resolution Honoring
North Carolina State Treasurer Janet Cowell
For Her Outstanding Service as North Carolina State Treasurer and
State Board of Education Member
January 2009 – December 2016

WHEREAS, the North Carolina State Board of Education takes pride in the extraordinary qualities and dedication of the citizens who have served public education as State Board members; and

WHEREAS, State Treasurer Janet Cowell reflected these qualities in an exceptional manner during her two terms in office as the State Treasurer, serving the State Board of Education as an Ex Officio member; and

WHEREAS, Treasurer Cowell's lifelong record of service to protect and improve the general welfare of her community, her state, and her country, has reflected her love and concern for her fellow citizens of all ages and backgrounds; and

WHEREAS, the State Treasurer has made good use of all that she has learned in both her private and public roles as a means to ensure a better future in North Carolina for all people, and through her selfless service and immeasurable hours and miles across the state; and

WHEREAS, Treasurer Janet Cowell advocated for and became instrumental in instituting financial literacy education to be embedded in the curriculum for public schools, grades K-12, understanding that all children must be able to understand and to safeguard their own financial wellbeing; and

WHEREAS, under Treasurer Cowell's strong leadership, the State of North Carolina's retirement system for teachers and state employees is ranked among the best in the world, reflecting her determination to protect the pensions and the future of those who have served the State of North Carolina; and

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WHEREAS, the State Board of Education acknowledges that Treasurer Janet Cowell's intellect, good judgment, and tireless work across the state have made her a model leader to follow for all aspiring to serve their communities and state; and

Whereas, the State Board of Education expresses its pride in Treasurer Cowell's ability to lead the Great State of North Carolina to be fiscally strong and prosperous through her abilities, her education, and her experience in the financial and government sectors; and

WHEREAS, the State Board of Education admires greatly the personal integrity, commitment to public service, and strong values of Treasurer Cowell,

Now Therefore Be It

Resolved, that the North Carolina State Board of Education thanks State Treasurer Janet Cowell for her tireless and unselfish service to North Carolina and all of its citizens, including its public school children, and

Resolved, that the State Board is assured that Treasurer Cowell will continue to be a shining light and fighter for North Carolina - no matter where her future leads, and

Resolved, that the State Board of Education will be forever grateful for Treasurer Cowell's watchful eye, unselfish and compassionate heart, and her unwavering faith in people and government and her work on their behalf, and

Resolved, that the State Board of Education acknowledges to Treasurer Cowell that they see the goodness of her family and her upbringing reflected in her work and her uncommonly good demeanor, and knows that her family is immensely proud of their daughter and sister, and

Resolved, that the State Board of Education directs the State Superintendent of Public Instruction to enter a copy of this resolution into the official minutes of the State Board of Education, and that an appropriately signed copy be presented to State Treasurer Janet Cowell.

William W. Cobey, Jr., Chairman
North Carolina State Board of Education

Dr. June St. Clair Atkinson, State Superintendent
North Carolina Department of Public Instruction
December 1, 2016

Upon motion by Mr. Wayne McDevitt and seconded by _____, the Board voted unanimously to approve the resolution honoring State Treasurer Janet Cowell as presented.

Following photographs, State Treasurer Cowell thanked the Board for the resolution and spoke briefly about her experiences not only as State Treasurer but as a member of the State Board of Education. She expressed appreciation to State Superintendent June Atkinson for being such a collaborative partner over the last eight years. In addition, she expressed appreciation for the work of the Board and the Department of Public Instruction for working on behalf of education and children in North Carolina.

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Chairman Cobey asked State Treasurer Janet Cowell to present an award as one final official act on the State Board.

State Treasurer Janet Cowell expressed honor in being able to present the Order of the Long Leaf Pine to State Superintendent June St. Clair Atkinson. This award is the highest honor an individual can receive in State of North Carolina. Dr. Atkinson was invited forward to receive the award; the presentation was photographed.

STATE SUPERINTENDENT'S REPORT

- **Resolution from the Superintendent's Graduation Task Force Regarding the Compulsory Attendance Age**
 - ❖ **Ms. Tina Wilson (Manager of Corporate Citizenship & Corporate Affairs at IBM and Chair of the Superintendent's Graduation Task Force)**
 - ❖ **Ms. Debora Williams (Special Assistant for Graduation and Dropout Prevention Initiatives, Office of the Deputy State Superintendent)**

State Superintendent Atkinson's shared that her comments were being made in the spirit of Mr. Howard Haworth, noting that it is important to the state to have a high graduation rate and low dropout rate. She recalled how Howard Haworth would contact her periodically over the years to request data and to inquire as to what we were doing to ensure that students were career and college ready.

Dr. Atkinson explained that one of things that must take place for students to be career and college ready if to ensure that they are able to earn a diploma. Dr. Atkinson shared that when she became State Superintendent, she appointed a Graduation Task Force to help guide policy and the department's initiatives around this critical issue.

At this time, Dr. Atkinson recognized recently retired Ms. Debora Williams (Special Assistant for Graduation and Dropout Prevention Initiatives, Office of the Deputy State Superintendent) who led the coordination of this task force, and introduced Ms. Tina Wilson to present a resolution to the State Board for its consideration for action in 2017 related to the Compulsory Attendance Age.

Ms. Wilson spoke about the Graduation Task Force, which was charged with providing State Superintendent Atkinson with recommendations designed to ensure that all students from North Carolina graduate from high school. She spoke briefly about the composition of the task force representing the business community and education leaders from across the state. She recognized several members who were present in the audience.

Ms. Wilson read the following resolution for consideration by the State Board of Education.

NORTH CAROLINA STATE BOARD OF EDUCATION
Resolution to
SUPPORT INCREASING THE AGE FOR COMPULSORY SCHOOL ATTENDANCE
From the Superintendent's Graduation Task Force

WHEREAS, local, state and national economies thrive on a skilled and educated populace that is imminently more employable than those without skills and education; and

WHEREAS, it is incumbent on states across the nation to set goals for all students to graduate from high school, prepared for the jobs and professions of their future; and

WHEREAS, states cannot have citizens prepared for 21st century careers and professions without adequate education; and

WHEREAS, youth without high school diplomas are immediately disadvantaged for most of their lives; and

WHEREAS, the societal costs of an undereducated citizenry far outweighs the costs associated with raising the compulsory attendance age; and

WHEREAS, compulsory attendance age laws can have a profound impact on keeping children in school, thereby increasing their chance for a successful life; and

WHEREAS, approximately one-fourth of at-risk students who are potential dropouts remain in school because of compulsory attendance laws; and

WHEREAS, remaining in school increases a student's eventual employability, increases wage-earning potential, ensures better health, enables mobility out of poverty, and improves life satisfaction; and

WHEREAS, the benefits that accrue to students who graduate from high school also accrue to the states and the nation; and

WHEREAS, the establishment of alternative learning opportunities and interventions designed to create change in the at-risk students plays a critical role in achieving a successful compulsory attendance age change.

NOW, THEREFORE BE IT

RESOLVED, that the Superintendent's Graduation Task Force encourages the State Board of Education and the Department of Public Instruction to call for an increase in North Carolina's compulsory attendance age from 16 to completion of the school year of the student's 17th birthday along with the implementation of proven sustained interventions and support to engage students who leave school prior to graduation; and

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RESOLVED, that the State Board of Education and the Department of Public Instruction begin working with school systems, educators, students, parents, and communities immediately to advocate for support in raising the compulsory school attendance age in North Carolina; and

RESOLVED, that based on the results and impact of increasing North Carolina's compulsory attendance age from 16 or completion of the school year of the student's 17th birthday, the State Board of Education and the Department of Public Instruction support increasing the North Carolina's compulsory attendance age from 17 to completion of the school year of the student's 18th birthday; and

RESOLVED, that there is no higher mission for the State of North Carolina than to take the necessary steps to empower all children with the sound basic education that is their right under the North Carolina Constitution and to take steps necessary to keep students in school to increase their chances of earning the requisite high school diploma that ensures a better chance at a qualifications.

Tina Wilson (Chair, Graduation Task Force)
November 28, 2016

After reading the resolution, Ms. Wilson requested that the State Board consider and support the resolution. She spoke briefly about the importance of this resolution from a personal perspective, noting that as a first-generation college student she has been involved as a volunteer with Communities in Schools, which is one of the largest dropout prevention organizations.

Board member Eric Davis indicated that he would like to make a motion to adopt the resolution as presented. A brief discussion ensued about the amending the agenda. Without objection this item was moved to New Business on Thursday as suggested by the Vice Chair in order to provide a period of discussion.

➤ **Staff Recognitions**

❖ **Ms. Debora Williams (Special Assistant for Graduation and Dropout Prevention Initiatives, Office of the Deputy State Superintendent)**

State Superintendent Atkinson recognized Ms. Debora Williams who retired effective November 30, noting that she hired Ms. Williams many years ago. Dr. Atkinson expressed appreciation for her work and dedication to the department for many years.

❖ **Ms. Monique Wertis (Confidential Special Assistant, Office of the State Superintendent)**

State Superintendent Atkinson publicly recognized Ms. Monique Wertis as someone who has worked tirelessly behind the scenes to ensure accurate State Board of Education minutes for nearly 150

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Meetings (12 years). Dr. Atkinson explained that, unfortunately, Ms. Wertis was unable to be present during this Board meeting due to a previously scheduled commitment and is retiring effective January 1, 2017. With that said, Dr. Atkinson shared that she wants the minutes to reflect how much Ms. Wertis's behind the scenes work in assisting the Department and the State Board of Education has been appreciated. Dr. Atkinson added further that Ms. Wertis will be presented with a crystal apple as a token of the Board's appreciation for her dedication as an employee in the department for 26 years and for being faithful to the children of North Carolina.

In addition, Chairman Cobey explained that Ms. Wertis does not just take the minutes at these meetings but also is responsible for handling a large quantity of emails and correspondence that comes from stakeholders and concerned citizens. The Chairman explained further that he always had confidence when he passed correspondence on to Ms. Wertis to either draft a response or coordinate a response from staff on his behalf. He stated that not only would it be done, but that it would be done extremely well. Chairman Cobey stressed that not every institution has the proper person coordinating and making sure that responses get back to its constituents and stakeholders. He publicly commended Ms. Wertis as a person and employee who will be difficult to replace.

➤ **Legislative Report**

❖ **Ms. Rachel Beaulieu (Legislative Director)**

State Superintendent June Atkinson recognized Ms. Rachel Beaulieu to provide the legislative update.

Ms. Beaulieu drew attention to a one-page summary posted on the Simbli eBoard, briefly highlighting recent presentations to the General Assembly Interim Committees and Task Forces listed below.

A. Recent Presentations to General Assembly Interim Committees and Task Forces

1. Joint Legislative Study Committee on School-Based Administrator Pay
 - a. November 28, 2016: Strategies for Recruiting and Retaining Highly Qualified Principals
 - b. October 24, 2016: Review of Current School-Based Administrator Pay
 - c. Next Meeting: TBA
2. House Select Committee on Education Strategy and Practices
 - a. October 18, 2016: Special Education Issues
 - b. September 27, 2016: Competency Based Learning and Panel Discussion
 - c. August 23, 2016: Career & Technical Education, Graduation Standards and ESSA Update
 - d. Next Meeting: December 13, 2016
3. Child Fatality Task Force
 - a. November 2, 2016: Update on School Bus Safety
 - b. September 20, 2016: Driver Education
 - c. Next Meeting: December 1, 2016
4. Joint Legislative Education Oversight Committee: TBA

B. Possible Special Session of the General Assembly

C. Wednesday, January 11, 2017: General Assembly convenes for 2017 Long Session

CONSENT AGENDA

Chairman Cobey moved to the Consent Agenda, which is reserved for items that generally create little or no debate such as routine appointments, items that come for information purposes only, routine reports, and final approval of reports that the Board has already discussed. Board members have always seen these materials prior to the Board meetings, and may ask that items be removed from the Consent Agenda to be discussed on an individual basis.

Chairman Cobey recognized Board member Willoughby for comments. She explained that the HRS Committee is not recommending removal of the HRS 1 item from the Consent Agenda because nothing was changed last month when discussed. She noted, however, that additional information was provided in response to Mr. McDevitt's question about charter schools and whether they were required to comply with this policy. She reported further that Dr. Essick was asked to meet with the Charter School Advisory Board to discuss that matter. Ms. Willoughby reported substantial opposition by that Board to comply with the Healthy Active Children policy. She noted that this is the second item in HRS related to questions about compliance with the charter school community. Ms. Willoughby suggested that it might be appropriate to convene a team, including the staff attorney, to vet the policies to review statutory requirements for this policy and others. Vice Chairman Collins suggested consideration of a resolution from the Board indicating that charter schools are public schools and the State Board is responsible for the rules and regulations of schools. The Board passes resolutions in matters and expects charter school compliance. Chairman Cobey requested that Vice Chairman Collins meet with Board member Rebecca Taylor to discuss how to address this issue.

noted a total of 13 items for consideration, and asked if any Board members wanted to remove any item from the Consent Agenda. There were no requests.

Upon motion by Mr. Eric Davis and seconded by Ms. Amy White, the Board voted unanimously to approve the slate of Consent Agenda items as presented. (See Attachments SLA 8, SLA 9, SLA 10, SLA 11, EICS 6, EICS 7, EICS 8, EICS 9, EICS 10, HRS 1, ES&P 2, and BSOP 5 and BSOP 6)

STUDENT LEARNING AND ACHIEVEMENT COMMITTEE CHAIR REPORT (Mr. Eric C. Davis, Chair; and Dr. Olivia Holmes Oxendine, Vice Chair)

CONSENT

SLA 8 – Report to the North Carolina General Assembly: Headcount of Limited English Proficient Students

Policy Implications: Session Law 2003-284, Section 7.15(b)

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1.1: Increase the graduation rate.

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators.

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Objective 4.3 Use all state and federal funding according to state and federal laws and State Board of Education policies.

Presenter(s): Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning), Dr. Tiffany Perkins (Director, Division of K-12 Standards, Curriculum and Instruction) and Ms. Christie Lynch Ebert (Section Chief, K-12 Programs Area, Division of K-12 Curriculum and Instruction)

Description:

This report provides the Headcount of Limited English Proficient Students in North Carolina Public Schools as of October 1, 2016. In accordance with SL 2003-284, Section 7.15(b), the Department of Public Instruction is required to prepare a headcount of all limited English proficient (LEP) students and report it to the Joint Legislative Education Oversight Committee by December 15 of each year.

The current enrollment of those students identified and assessed as limited English proficient in accordance with the policies of the State Board of Education (SBE) as of October 1, 2016, is included in the report. The report includes an accompanying table which lists the number of students by all LEAs and charter schools. In adherence with FERPA, the data is suppressed where fewer than ten students are identified as LEP (small cell suppression rule).

Recommendation(s):

It is recommended that the State Board of Education accept the report as written.

CONSENT

SLA 9 – Technical Corrections to Accountability/Testing Policies

Policy Implications: ACCT-005, ACCT-020, ACCT-021, ACCT-038, ADVS-000, TEST-001, TEST-002, TEST-003, TEST-009, TEST-011, TEST-015, TEST-033
APA # 16NCAC 6D.0303

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1.1: Increase the graduation rate.

Objective 1.2: Graduate students prepared for postsecondary education.

Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

Objective 1.4: Reduce the percentage of students needing remediation in postsecondary education.

Objective 1.5: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Tammy Howard (Director, Accountability Services)

Description:

In response to new assessments (e.g., WIDA ACCESS Placement Test), legislated requirements regarding testing windows (G.S. §115C-174.11(c) [1] and [3]), new terminology (e.g., English Learners), updated roles and responsibilities of the test coordinator and Compliance Commission, and

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other updates and/or technical corrections to accountability and testing policy, staff recommends certain SBE policies are amended or, as appropriate, deleted.

All recommended changes to the affected SBE policies are reflected in the attached “Summary of NCSBE Policy Clarifications.”

Recommendation(s):

It is recommended that the State Board of Education approve the amendments to, or deletion of, the attached policies.

CONSENT

SLA 10 – Report to the North Carolina General Assembly: Education of Children in Private Psychiatric Residential Treatment Facilities (PRTFs)

Policy Implications: SL 2014-100 (SB 744)

Presenter(s): Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning) and Mr. William J. Hussey (Director, Exceptional Children Division)

Description:

This item is submitted to the State Board of Education to comply with the following legislative mandate: DHHS and DPI, in collaboration with other interested agencies, shall submit its initial joint report, as required by G.S. 122C-450.4, to the Joint Legislative Education Oversight Committee and to the Joint Legislative Oversight Committee on Health and Human Services by January 15, 2017.

Recommendation(s):

It is recommended that the State Board of Education accept this report for submission to the Joint Legislative Education Oversight Committee.

CONSENT

SLA 11 – Council on Educational Services for Exceptional Children Report

Policy Implications: General Statute §115C-121; SBE Policy #TCS-B-005

SBE Strategic Plan:

Goal 2: Every student has a personalized education plan.

Objective 2.1: Increase the number of students who graduate from high school with postsecondary credit.

Presenter(s): Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning) and Mr. William J. Hussey (Director, Exceptional Children Division)

Description:

The Council is established in federal and state law as an Advisory Council to the State Board of Education. Its establishment is set forth in Section 300.167-300.169 of the federal regulations, Section 1412(a)(21) of the Individuals with Disabilities Education Act (IDEA 2004) and Section 115C-121.1 of

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North Carolina General Statutes. The Council advises the State Board of Education on unmet needs within the State in the education of children with disabilities.

Legislation requires that the majority of the members of the Council must be individuals with disabilities or parents of children with disabilities. The Council shall represent the various interests of the groups concerned with the education of children with disabilities, including gender, ethnic diversity, and representation from across the state.

The Council reports annually regarding its activities and topics of concern/interest relative to exceptional children.

Recommendation(s):

It is recommended that the State Board of Education accept the Council on Educational Services for Exceptional Children report.

EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE CHAIR REPORT
(Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)

CONSENT

EICS 6 – North Carolina Virtual Public School Advisory Council Membership

Policy Implications: N/A

SBE Strategic Plan:

Goal 2: Every student has a personalized education.

Objective 2.2: Increase the number of teachers and students using online tools.

Presenter(s): Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer) and Dr. Eliz Colbert (Executive Director, North Carolina Virtual Public School)

Description:

SBE Policy outlines the North Carolina Virtual Public Advisory Council membership requirements. Nominations for four new members and two reappointments are presented to the State Board of Education (SBE) for consideration.

The complete listing of the Advisory Council membership is attached. Resumes for individuals being nominated for the first time are attached for SBE review.

Recommendation(s):

The Charter Schools Advisory Board requests discussion and approval of the nominations for new membership and reappointments to the North Carolina Virtual Public School Advisory Council.

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CONSENT

EICS 7 – Graduation Requirement Amendment Request for Roxboro Community Schools

Policy Implications: SBE Policy #TCS-U-014

SBE Strategic Plan:

Goal 2: Every student has a personalized education.

Objective 2.4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Nancy Barbour (Director, District and School Transformation)

Description:

State Board of Education (SBE) policy TCS-U-014 states that altering the application must receive board approval prior to implementation.

Roxboro Community School is seeking an amendment change to their educational plan specifically adjusting the required academic credits for graduation. In 2012-2013, the number of credits required for graduation was increased from 21 to 22 by the State Board of Education (SBE). Roxboro Community School's graduation requirements are synonymous to the SBE requirements. Although Roxboro Community communicated the SBE changes with students and parents they now request to amend their charter to reflect this requirement for consistency with their stakeholders.

The following proposed amendment will allow Roxboro Community School to continue providing a quality choice in public education to the families it serves and prepares students to excel in post-secondary endeavors. The change in graduation requirements for Roxboro Community School gives the students attending the school the opportunity to earn a maximum of 24 credits for graduation. Of these 24 credits, 22 will be required for graduation from Roxboro Community School.

Recommendation(s):

The Office of Charter Schools (OCS) recommends that the SBE accept this amendment to Roxboro Community School charter to ensure consistency with all stakeholders and align their educational plan to the State Board's requirements.

CONSENT

EICS 8 – Casa Esperanza Montessori Mission Statement Amendment

Policy Implications: SBE Policy #TCS-U-014

SBE Strategic Plan:

Goal 2: Every student has a personalized education.

Objective 2.4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools), Mr. Alex Quigley (Chair, Charter Schools Advisory Board), and Mr. Brian Smith (Consultant, Office of Charter Schools)

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Description:

State Board (Board) policy TCS-U-014 section 1 (d) states that altering the mission or targeted student population must receive board approval prior to implementation. Casa Esperanza Montessori is seeking to change to their mission statement.

Original Mission Statement:

Casa Esperanza Montessori, a public charter school community, serves children ages 3-12 using Montessori philosophy, pedagogy, and Montessori-certified faculty members. Casa Esperanza is dedicated to serving all children, with a particular commitment to Hispanic children and families.

Amended Mission Statement:

Casa Esperanza Montessori educates students using the Montessori philosophy and Spanish language acquisition in a way that develops independent, self-motivated individuals who possess the critical thinking skills and the character necessary to become responsible global citizens.

Recommendation(s):

The Office of Charter Schools (OCS) recommends that the SBE accept this amendment to Casa Esperanza's mission statement.

CONSENT

EICS 9 – Movement Charter School Mission Statement Amendment Request

Policy Implications: SBE Policy #TCS-U-014

SBE Strategic Plan:

Goal 2: Every student has a personalized education.

Objective 2.4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools) and Mr. Brian Smith (Consultant, Office of Charter Schools)

Description:

State Board of Education (SBE) policy TCS-U-014 section 1(d) states that altering the mission or targeted student population requires SBE approval prior to implementation. Movement Charter School is seeking approval to change its previously approved mission statement. While the current mission statement incorporates many of the elements of the revised mission statement, the Movement Charter School board believes the amended mission statement will be easier for stakeholders to understand and remember.

Original Mission Statement

The mission of The Movement Charter School is lead students and families to the academic excellence and socio emotional health that enables them to successfully persist through college and careers.

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Amended Mission Statement

We exist to love and nurture scholars by leading a movement of change in education through academic excellence, character development, and preparation for success in life.

Recommendation(s):

The Office of Charter Schools (OCS) recommends that the SBE accept this amendment request to change Movement Charter School's mission statement.

CONSENT

EICS 10 – Request for Delay Stipulation Removal by Pine Springs Preparatory Academy – Challenge Foundation Academy

Policy Implications: General Statute §115C-218.5

SBE Strategic Plan:

Goal 2: Every student has a personalized education.

Objective 2.4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools) and Dr. Kebbler Williams (Consultant, Office of Charter Schools)

Description:

Pine Springs Preparatory Academy (PSPA) – A Challenge Foundation Academy (Wake County) requests that the State Board of Education (SBE) remove or modify one of the stipulations set upon it as a condition of approving a one-year delay in opening. Specifically, the nonprofit board that oversees PSPA requests that this stipulation from the SBE be removed or modified: “The board will present a Certificate of Occupancy for Education Use to the Office of Charter Schools no later than July 1, 2017. If that document is not presented, then the remainder of the charter term will be null and void, meaning that the board would need to submit a new application in a future application round in order to obtain a charter.” A letter detailing the specifics of the request is attached.

In August 2015, the SBE granted final approval to PSPA and two other charter applicants to open in August 2016. In a November 2015 letter to the Office of Charter Schools (OCS), the nonprofit board that oversees PSPA stated that it had experienced unexpected delays in its acquisition, approval for, and construction of its proposed facility due to planning and development issues. The SBE, on February 4, 2016, voted to grant PSPA a one-year delay.

Per their approved application, PSPA plans to open as a K-5 school initially and expand one grade per year until the school is a full K-8 school serving over 700 students. The school's mission is as follows: "Pine Springs Preparatory Academy is dedicated to improving the lives of its students by providing authentic learning experiences in a collaborative, nurturing environment that will build a foundation for students' success in school, career, and in life." The school will use an experiential-based program focused on four design elements: authentic learning, collaboration, a nurturing environment, and technology skills.

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The Charter School Advisory Board (CSAB) supports PSPA’s request to remove “null and void” from the stipulation and now recommends the following amended stipulations for PSPA:

1. The PSPA Board of Directors (Board) will provide evidence of a legitimate facility contingency plan within the Ready-to-Open Progress Report through a Memorandum of Understanding with the facility owner.
2. If the Certificate of Occupancy for Education Use is not presented to OCS by July 1, 2017, the Board will appear before the CSAB in July to explain the additional delay and respond to questions. The Board will also provide to the CSAB an affidavit document from the building contractor detailing the work remaining to be done and providing an accurate date of completion and inspection. Additionally, the Board will provide weekly updates to OCS regarding the progress towards completion.
3. If the CSAB is not satisfied with the responses to the questions or the details of the update provided in July 2017, the CSAB may recommend to the SBE revocation of the charter at that time. Then the remainder of the charter term will be null and void, meaning that the Board would need to submit a new application in a future application round in order to obtain a charter.

Recommendation(s):

The Office of Charter Schools recommends that the State Board of Education approve this one-year delay stipulation amendment for Pine Springs Preparatory Academy – Challenge Foundation Academy.

**HEALTHY ACTIVE STUDENTS COMMITTEE MEETING
(Ms. Patricia Willoughby, Chair; Mr. Reginald Kenan, Vice Chair)**

CONSENT

HRS 1 – Healthy Active Children Policy Revisions

Policy Implications: SBE Policy #GCS-S-000

SBE Strategic Plan:

Goal 5: Every student is healthy, safe and responsible.

Objective 5.2: Promote healthy active lifestyles for students.

Presenter(s): Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning), Dr. Tiffany Perkins (Director, K-12 Curriculum and Instruction Division) and Dr. Ellen Essick (Section Chief, NC Healthy Schools)

Description:

The Healthy Active Children Policy has been in effect since 2003. In 2014, changes were made to the policy to ensure more accurate implementation and reporting. Since the changes in 2014, the Coordinated School Health Model referenced in the policy has been revised and replaced by the Whole School, Whole Community, Whole Child Model. The current policy reflects these changes and makes clarification changes to the Local Wellness Policy segment of the policy.

Recommendation(s):

It is recommended that the State Board of Education adopt the Healthy Active Children policy amendments as presented.

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EDUCATOR STANDARDS AND PRACTICES COMMITTEE CHAIR REPORT
(Dr. Olivia Holmes Oxendine, Chair; Mr. Eric Davis, Vice Chair)

CONSENT

ES&P 2 – The State of the Teaching Profession Report

Policy Implications: N/A

SBE Strategic Plan:

Goal 3: Every student, every day has excellent educators.

Objective 3.1: Develop and support highly effective teachers.

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent), Dr. Thomas R. Tomberlin (Director of Educator Human Capital Policy and Research)

Description:

General Statute §115C-12(22) requires the State Board of Education to monitor and compile an annual report on the decisions of teachers who leave the teaching profession. LEAs are asked to complete an annual report on the reasons teachers leave their systems, submitting data to the Department of Public Instruction. The report of the 2015-16 school year is attached.

Recommendation(s):

This item is being presented as consent for the month of December for the SBE meeting.

BUSINESS OPERATIONS COMMITTEE CHAIR REPORT
(Mr. Gregory Alcorn, Chair; Mr. Todd Chasteen, Vice Chair)

CONSENT

BSOP 5 – NC DPI Strategic Plan and Information Technology Plan for 2017-19

Policy Implications: General Statute §143B-1306(b)(c) as amended by SL 2015-241 (HB97) Section 7A.2.(b)

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

Objective 4.1: Provide all schools with sufficient wireless coverage to support 1:1 computing initiatives.

Objective 4.2: Use Home Base as an essential resource for instructional delivery and communications with parents and students.

Objective 4.3: Use state and federal funding according to state and federal laws and State Board of Education policies.

Presenter(s): Mr. Michael Nicolaides (Chief Information Officer, Technology Services)

Description:

The Department of Information Technology shall develop and transmit to the General Assembly the biennial State Information Technology Plan in conjunction with the Governor's budget of each regular

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session. The Plan shall include, among others, an inventory of current information technology assets and major projects. As used in this subdivision, the term "major project" includes projects costing more than five hundred thousand dollars (\$500,000) to implement.

Separate agencies shall prepare biennial Information Technology Plans, and transmit these plans to the Department of Information Technology by a date determined by the State CIO in each even-numbered year. Agencies shall provide all financial information to the State CIO necessary to determine full costs and expenditures for information technology assets and resources provided by the agencies or through contracts or grants. The Department shall consult with and assist state agencies in the preparation of these plans. Plans shall be submitted to the Department by a date determined by the State CIO in each even-numbered year. The State CIO and the Department of Public Instruction set this date to November 10, 2016, for the 2017-19 biennium plan.

As part of Governor McCrory's ongoing effort to promote efficiency in North Carolina state government, the Office of State Budget and Management (OSBM) and the Department of Information Technology (DIT) are consolidating requirements for the submission of agency Strategic Plans and agency Information Technology Plans for the FY 2017-19 biennium and guidelines have been developed and shared with all agencies.

Recommendation(s):

It is recommended that the State Board of Education discuss and approve the plan.

CONSENT

BSOP 6 – Contract Procedure – New Policy

Policy Implications: SBE Policy #TCS-C-013, TCS-O-002

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

Objective 4.3: Use state and federal funding according to state and federal laws and State Board of Education policies.

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Katie Cornetto (Staff Attorney, State Board of Education Office)

Description:

The Department of Public Instruction (DPI) is proposing an amendment to policy TCS-C-013 and a corresponding new policy to delineate the procedural framework of the State Board of Education's delegation of contracting power to DPI and the State Superintendent of Public Instruction.

Recommendation(s):

It is recommended that the State Board of Education approve the new policy and policy amendment.

ACTION AND DISCUSSION AGENDA

EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE CHAIR REPORT (Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)

In the absence of EICS Committee Chair Rebecca Taylor, Chairman Cobey recognized Vice Chair Wayne McDevitt to manage the EICS Action and Discussion Agenda.

EICS 1 – Charter Assumption Recommendation for Community Charter School

Policy Implications: General Statute §115C-218; SBE Policy #TCS-U-007

SBE Strategic Plan:

Goal 1: Every student has a personalized education.

Objective 1.4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools), Ms. Shaunda Cooper (Education Consultant, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

Description:

Each charter school that the State Board of Education (SBE) approves to operate has a time-limited charter term that is not guaranteed for renewal. When entering their renewal cycle, schools must complete short self-study, respond to any noncompliance issues, and have a renewal site-visit. These renewal site visits permit the schools to bring in multiple groups of stakeholders - parents, teachers, and board members - to provide information that supplements the school's performance data.

Consistent with G.S.115C-218 and SBE Policy TCS-U-007, the following charter school requests renewal of their charter that will expire June 30, 2016:

- *Community Charter School*

As part of the renewal process, the Office of Charter Schools (OCS) compiles a renewal portfolio for each school; the portfolio consists of information gathered through examined DPI compliance forms, a renewal site visit to each school, and academic and enrollment data from the school and the LEA in which the school resides. OCS presented renewal information to the Charter School Advisory Board (CSAB) on October 13, 2016. In reviewing the totality of information, the Advisory Board decided to bring Community Charter School in for an interview in order to gain a better understanding of the school's situation. On November 16, 2016, the CSAB interviewed Community Charter School. The interview, board discussion, and data review of enrollment, finances, and academic performance, resulted in an "Assumption" recommendation to the State Board of Education from the CSAB for Community Charter School.

Recommendation(s):

It is recommended that the State Board of Education approve the renewal recommendations of the Charter School Advisory Board.

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Discussion/Comments:

- EICS Committee Vice Chair Wayne McDevitt noted a thorough discussion of this item during the EICS Committee meeting on Wednesday.
- There was no additional discussion.

Mr. Wayne McDevitt moved that the State Board of Education authorize the Community Charter School to begin the assumption process within the next 30 days. He moved further that the State Board of Education instruct the Office of Charter Schools to monitor the progress of the Community Charter School and provide status update to the State Board at its January meeting. If the school does not make sufficient progress toward assumption by the January 2017 State Board of Education meeting, the charter will be nonrenewed consistent with the Charter School Advisory Board's recommendations as well as with State Board of Education policy and state law. The motion was seconded by Mr. Reginald Kenan. Board member Eric Davis recused himself from the vote. The State Board voted to approve the motion. (See Attachment EICS 1)

DISCUSSION

EICS 2 – North Carolina Virtual Public School Annual Report

Policy Implications: Session Law 2011-145 Section 7.22(h);(G.S.v66-58 (c)

SBE Strategic Plan:

Goal 2: Every student has a personalized education.

Objective 2.2: Increase the number of teachers and students using online tools.

Presenter(s): Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer) and Dr. Eliz Colbert (Executive Director, North Carolina Virtual Public School)

Description:

Session Law 2011-145 SECTION 7.22 (h);(G.S.v66-58 (c) dictates that "Beginning in 2011, the Director of NCVPS shall submit an annual report on NCVPS to the State Board of Education no later than December 1 of each year. The report shall use data from the previous fiscal year and shall include statistics on actual versus projected costs to local school administrative units and charter schools, student enrollment, virtual teacher salaries, and measures of academic achievement."

The NCVPS Executive Director will share the 2015-16 Annual Report. The report highlights the accomplishments, achievement, outreach initiatives programs, processes, and enrollment for 2015-16 fiscal year.

Recommendation(s):

It is recommended that the State Board of Education approve the NCVPS 2015-16 Annual Report on first reading at the December 2016 meeting. The report should be submitted to the NC General Assembly before December 15, 2016.

Discussion/Comments:

- EICS Committee Vice Chair Wayne McDevitt noted a thorough discussion of this item during the EICS Committee meeting on Wednesday.
- There was no additional discussion.

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This item is submitted for Discussion during the December State Board of Education meeting and will return for Action in January 2017. (See Attachment EICS 2)

DISCUSSION

EICS 3 – Joint Legislative Education Oversight Committee Report: Virtual Charter School Pilot Report

Policy Implications: Session Law 2014-100 (SB 744, Budget Bill) Sec. 8.35(g)

SBE Strategic Plan:

Goal 2: Every student has a personalized education.

Objective 2.4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools) and Dr. Deanna Townsend-Smith (Lead Consultant, Office of Charter Schools)

Description:

Per North Carolina Session Law 2014-100 (Senate Bill 744, Budget bill, Section 8.35(g), the State Board of Education (SBE) “shall report on the initial implementation of the pilot program to the Joint Legislative Education Oversight Committee by November 15, 2016, and on findings from three years of operation of the pilot program by November 15, 2018. At a minimum, the report shall include the following:

1. The number of students who have enrolled in courses offered by the schools.
2. The number and types of courses offered by the schools.
3. The withdrawal rate of students after enrollment.
4. Student performance and accountability data.
5. Information on the implementation, administration, and funding for the pilot program.
6. Recommendations on the modification, continuation, and potential expansion of the program.

The attached draft report will fulfill this legislative requirement.

Recommendation(s):

The Office of Charter Schools recommends that the State Board of Education approve this report for submission to the Joint Legislative Education Oversight Committee (JLEOC) of the NC General Assembly.

Discussion/Comments:

- EICS Committee Vice Chair Wayne McDevitt noted a thorough discussion of this item during the EICS Committee meeting on Wednesday.
- There was no further discussion.

This item is submitted for Discussion during the December State Board of Education meeting and will return for Action in January 2017. (See Attachment EICS 3)

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DISCUSSION

EICS 4 – Program Approval Requests Under the Cooperative Innovative High School Program **Recommendations**

Policy Implications: General Statute §115C-238.50, Part 9

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1.1: Increase the graduation rate.

Objective 1.2: Graduate students prepared for postsecondary education.

Objective 1.4: Reduce the percentage of students needing remediation in postsecondary education.

Objective 1.5: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Goal 2: Every student has a personalized education.

Objective 2.1: Increase the number of students who graduate from high school with postsecondary education.

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Mrs. Sneha Shah-Coltrane (Director, Advanced Learning)

Description:

Section 2, Article 16 of Chapter 115C-238, Part 9, Cooperative Innovative High School Programs authorizes local boards of education with boards of trustees of colleges/universities to jointly establish cooperative innovative programs in high schools and colleges/universities that will expand students' opportunities for education success through high quality instructional programming.

Legislative language requires a multi-phase approval process to establish a Cooperative Innovative High School (CIHS). First, the State Board of Education and the appropriate board(s) of the Institutions of Higher Education (IHE) provide a programmatic review of the applications and subsequent approval. Upon completion of this phase, the General Assembly must approve all associated funding requests for each application. The General Assembly may approve funding requests in whole or in part, or may choose not to provide funding. Should the General Assembly choose not to provide funding, the requesting district may revise the application and request SBE approval to open the program with local funds, if desired.

The Joint Advisory Committee, which includes staff from NCDPI, NC Community College System, and UNC General Administration, reviewed each application submitted in September 2016. ____ (12 or 13) Cooperative Innovative High School applications are being recommended to the State Board of Education for approval. If approved, these applications will go to the State Board of Community Colleges or to the UNC Board of Governors, according to the IHE partner, for the next step of approval.

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Names of schools recommended for approval:

Ashe County Early College High School
 Bladen Early College High School
 Cumberland Polytechnic High School
 Charlotte Teacher Cadet Early College
 Elizabeth City Pasquotank Early College
 Harnett County Early College
 Agriculture and Science Early College (Iredell-Statesville Schools)
 McDowell Academy for Innovation
 Montgomery County Early College
 Onslow Early College High School
 CTE High School North (Wake County Schools)
 Washington County Early College High School

To be determined:

Middle College at Mercanas Campus (Charlotte-Mecklenburg Schools)

Recommendation(s):

It is recommended that the SBE discuss the CIHS Joint Advisory Committee recommendations as presented.

Discussion/Comments:

- EICS Committee Vice Chair Wayne McDevitt noted a thorough discussion of this item during the EICS Committee meeting on Wednesday.
- There was no further discussion.

This item is presented for Discussion in December and will return for Action during the January 2017 State Board of Education Meeting. (See Attachment EICS 4)

DISCUSSION

EICS 5 – Recommendation for Amendments for SBE Policy TCS-U-017

Policy Implications: General Statute §115C-218; SBE Policy #TCS-U-017

SBE Strategic Plan:

Goal 2: Every student has a personalized education.

Objective 2.4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

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Description:

The attached draft version of TCS-U-017 contains amendments to the policy proposed by the Charter Schools Advisory Board (CSAB) upon recommendation from the Office of Charter Schools at its November 2016 meeting, consistent with House Bill (HB) 242, which directs the following:

"If a charter school is continually low-performing, the State Board is authorized to terminate, not renew, or seek applicants to assume the charter through a competitive bid process established by the State Board. However, the State Board shall not terminate or not renew the charter of a continually low-performing charter school solely for its continually low-performing status if the charter school has met growth in each of the immediately preceding three school years or if the charter school has implemented a strategic improvement plan approved by the State Board and is making measurable progress toward student performance goals. The State Board shall develop rules on the assumption of a charter by a new entity that includes all aspects of the operations of the charter school, including the status of the employees. Public assets shall transfer to the new entity and shall not revert to the local school administrative unit in which the charter school is located pursuant to G.S. 115C-218.100(b)."

To help guide the assumption process, the Office of Charter Schools recommended a Process and Timeline (attached) which the CSAB discussed and slightly adjusted on November 15, 2016.

Recommendation(s):

The Charter Schools Advisory Board recommends that the State Board of Education approve this policy as amended.

Discussion/Comments:

- EICS Committee Vice Chair Wayne McDevitt noted a thorough discussion of this item during the EICS Committee meeting on Wednesday.
- There was no further discussion.

This item is presented for Discussion in December and will return for Action during the January 2017 State Board of Education Meeting. (See Attachment EICS 5)

BUSINESS OPERATIONS COMMITTEE CHAIR REPORT (Mr. Gregory Alcorn, Chair; Mr. Todd Chasteen, Vice Chair)

ACTION ON FIRST READING

BSOP 1 – K-12 Cyber Security Study

Policy Implications: General Statute §120-29.5 as amended by SL 2016-94 (HB1030) Section 8.17

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

Objective 4.3: Use state and federal funding according to state and federal laws and State Board of Education policies.

Presenter(s): Mr. Michael Nicolaides (Chief Information Officer, Technology Services)

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Description:

Per Section 8.17 of HB 1030, the Department of Public Instruction shall conduct a study on cybersecurity in North Carolina public schools, including charter schools. As part of the study, the Department may request local school administrative units and charter schools to submit a summary of their current policies and procedures on cybersecurity practices and procedures to protect student and employee personally identifiable data.

To comply with HB 1030, DPI developed a secure online application to conduct the required cybersecurity survey. The report based on the survey results is due to the General Assembly on December 15.

Recommendation(s):

It is recommended that the State Board of Education approve this report.

Discussion/Comments:

- BSOP Committee Chair Greg Alcorn recognized Mr. Michael Nicolaides to provide an overview of the K-12 Cyber Security Study findings.
- Mr. Nicolaides explained that following its 2015-16 legislative session, the General Assembly directed the NC Department of Public Instruction (NCDPI) to conduct a study on cybersecurity in North Carolina public schools, including charter schools. Mr. Nicolaides shared that the study consisted of two parts – the first part was a secure web-based survey developed by DPI Information Technology staff through research of leading organizations and advice of technical experts in discipline. Answers to questions by school districts and charter schools were analyzed; results are incorporated in the study. The second part of the study consisted of meetings and interviews conducted with oversight and cognizant state and related organizations, leaders and interested parties. Mr. Nicolaides explained that relevant information and insights were organized and incorporated in the study.
- Mr. Nicolaides also spoke briefly about how the report to the General Assembly is organized, including a section on general observations and accommodations as well as a section providing key analytical results from conducting the surveys. He provided a brief overview for each of these sections, noting that 109 out of 115 LEAs and 130 out of 158 charter schools responded to the survey.
- According to Mr. Nicolaides, the department is not requesting funding from the General Assembly at this time because the Legislature asked the department to only conduct a study at this point. Mr. Nicolaides reviewed the recommendations from the study, which include:
 - ❖ Develop common templates and prioritization guidelines
 - ❖ Publish a quarterly information security newsletter
 - ❖ Provide cybersecurity awareness training
 - ❖ Require school districts and charter schools to follow the guidelines established in the North Carolina Statewide security manual
 - ❖ Provide regional cybersecurity specialists
 - ❖ Provide state funding for Internet content filtering and firewall protection
- Board member Patricia Willoughby expressed appreciation for the recommendations and asked for clarification about funding. Chair Alcorn reiterated that funding is not be requested at this time.
- Chair Alcorn explained that the BSOP provided due diligence on this item and the Board discussed it in Closed Session. He shared confidence and pride in the staff at DPI, but also noted that he is very afraid and suspicious about everything that can cause anything from virus, ransom, downtime, etc.

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- Vice Chairman A.L. Collins noted that there are a number of IT issues on the horizon, all of which have significant price tags. He suggested the importance of having an IT portion on the Board's legislative agenda. Chair Alcorn concurred with Vice Chairman Collins, indicating that the BSOP will address this issue from a committee standpoint.
- Mr. Nicolaides stressed that DPI was not the only agency asked to complete a cybersecurity study, noting that this will be taken up by DIT as a collaborative effort for the entire state with the General Assembly providing funds to the state for cybersecurity across the board.
- There was no further discussion.

Upon motion by Mr. Greg Alcorn, and seconded by Mr. Todd Chasteen, the State Board of Education voted unanimously to approve the K-12 Cyber Security Study Report as presented. (See Attachment BSOP 1)

ACTION ON FIRST READING

BSOP 2 – Value Ranking for Industry Credentials Earned in Career and Technical Education (CTE)

Policy Implications: Session Law 2016-94, Sec. 8.9(a) (House Bill 1030)

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

Presenter(s): Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning) and Ms. JoAnne Honeycutt (Director, Career and Technical Education Division)

Description:

Session Law 2016-94 created a pilot program to award CTE teachers bonus pay based on the number of industry credentials/certifications earned by their students. The amount of bonus is to be determined by ranking credentials based on academic rigor and the value of the credential to employers. The legislation requires the State Board to work with the North Carolina Department of Commerce to develop the ranking.

While all of the CTE reported credentials have value to students, they are not equal in academic rigor or employer demand. The attachment provided shows three tiers of credentials. Tier One represents credentials that have the lowest academic rigor (required instructional hours for mastery) and/or little or no demand from employers. Tier Two includes credentials with greater rigor (more than 67.5 hours of instruction) and alignment to careers that have good growth potential. Tier Three credentials have the highest rigor (often spanning more than one course of instruction) and strong alignment to jobs that are in high demand.

For purposes of awarding teacher bonus pay, Tier Two credentials will be paid at \$25 each, up to the maximum amount and Tier Three will be paid at \$50 each, up to the maximum amount. Tier One credentials are not eligible for teacher bonus pay. This ranking of credentials will be referenced in the Allotment Policy Manual and used as the basis for determining teacher bonuses.

Recommendation(s):

It is recommended that the State Board of Education discuss and approve the recommendation as presented.

Discussion/Comments:

- BSOP Committee Chair Greg Alcorn noted a thorough discussion of this item during the BSOP Committee meeting on Wednesday.
- There was no further discussion.

Upon motion by Mr. Greg Alcorn, and seconded by Mr. Todd Chasteen, the State Board of Education voted unanimously to approve the recommendation of value ranking for industry credentials earned in Career and Technical Education as presented. (See Attachment BSOP 2)

REMOVED FROM THE AGENDA

BSOP 3 – Reducing Central Office Allotment for Non-compliance with Required Retirement

Systems Division Required Payment

Policy Implications: SBE Policy #TCS-M-003

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

Objective 4.3: Use state and federal funding according to state and federal laws and State Board of Education policies.

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)

Description:

The Department of Public Instruction (DPI) is proposing a new policy to align with the Local Government Employees Retirement System (LGERS) and the Teachers and State Employees Retirement System (TSERS) Board of Trustees policy to intercept delinquent Contribution-Based Benefit Cap (CBBC) contributions. On October 27, 2016, the LGERS and TSERS Boards of Trustees adopted a policy clarifying the use of their authority to intercept state appropriations from employers' delinquent in submitting required employer contributions and other payments due the Retirement System. The LGERS and TSERS Boards of Trustees' adopted policy is related to their authority to intercept state appropriations pursuant to G.S. § 128-30(g)(3) and G.S. § 135-8(f)(3):

“... Upon such notification by the Board of Trustees to the State Treasurer and the Office of State Budget and Management as to the default of the employer, the Office of State Budget and Management shall withhold from any State appropriation due to that employer an amount equal to the sum of all delinquent contributions and other debts due to the Retirement Systems Division and shall transmit that amount to the Retirement Systems Division. ...”

The LGERS and TSERS Boards adopted the following policy related to interception of CBBC-specific liabilities incurred by participating employers:

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“Effective January 1, 2017, the Board establishes the ‘date set by the Board of Trustees’ to intercept delinquent CBBC contributions to be twelve months after the member’s effective date of retirement.”

The LGERS and TSERS Boards adopted the following policy related to interception of other delinquent contributions or payments as follows:

“Effective January 1, 2017, the Board establishes the ‘date set by the Board of Trustees’ to intercept other delinquent contributions or payments to be 90 days after final notice that other contributions or payments are due to the Retirement Systems Division.”

Proposed New State Board of Education Policy as incorporated under Special Provisions within Central Office Administration entry in the Allotment Policy Manual:

8. Once the Department of Public Instruction (NCDPI) is notified by the Director of the Retirement System Division (RSD) of the State Treasurer’s Office of delinquent contributions owed by a participating employer (local education agency), the NCDPI will present to the State Board of Education a request to reduce the Central Office Administration allotment to the employer in the amount of the delinquency. Supporting material will include the efforts and dates outlining how the Retirement System Division has tried to collect the funds. The documentation will also outline how this proposed action is in compliance with the legislative authority (G.S. 128-30(g)(3) and the Retirement System’s Board of Trustees’ policies.

Recommendation(s):

It is recommended that the State Board of Education discuss this new policy.

Discussion/Comments:

- State Treasurer Janet Cowell explained that this item was removed from the agenda and spoke briefly about ensuring that employees are treated fairly related to retirement. She expressed appreciation to Mr. Philip Price and the legal staff, also noting the diligence of the State Board for working with the Retirement System on this important matter.
- There was no further discussion.

This item was tabled at the December State Board of Education meeting and will return for Discussion in January 2017. (See Attachment BSOP 3)

MOVED FROM DISCUSSION TO ACTION ON FIRST READING

BSOP 4 – Teacher Compensation Models and Advanced Teaching Roles Pilot Program

Policy Implications: Session Law 2016-94, Section 8.7; SBE Policy #TCS-O-001

SBE Strategic Plan:

Goal 3: Every student, every day has excellent educators.

Objective 3.1: Develop and support highly effective teachers.

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Objective 3.5: Increase the access to effective and highly-effective teachers for students in low-achieving and high-poverty schools relative to their higher-achieving and lower-poverty peers.

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Mr. Adam Levinson (Chief of Staff) and Dr. Thomas Tomberlin (Director, Educator Human Capital Policy and Research)

Description:

The North Carolina Department of Public Instruction (NCDPI), on behalf of the North Carolina State Board of Education (NCSBE) issued a Request for Proposals (RFP) for teacher compensation model and advanced teaching roles pilot programs as directed by the North Carolina General Assembly (NCGA) in Session Law 2016-94 Section 8.7. See: <http://www.ncleg.net/Sessions/2015/Bills/House/PDF/H1030v8.pdf> .

Per the legislation, by December 15, 2016, the NCSBE shall select up to 10 local school administrative units (LEAs) to participate in the pilot program.

Twelve LEAs submitted proposals for funding under this pilot program: Franklin County Schools, Cumberland County Schools, Charlotte-Mecklenburg Schools, Pitt County Schools, Washington County Schools, Chapel Hill-Carrboro City Schools, Wilson County Schools, Winston-Salem/Forsyth County Schools, Vance County Schools, Cabarrus County Schools, Edgecombe County Schools, and Durham County Schools. (See the link to the LEA proposals: <http://www.ncpublicschools.org/district-humanresources/>)

A team of eleven reviewers (see attached list A on Simbli eBoard) used the scoring criteria listed in the RFP to rate each proposal. Based on the reviewers' ratings, six proposals are recommended for approval by the NCSBE (see attached list B).

Award amounts to LEAs are based, per the legislation, on prorated shares of the available total funds of approximately \$900,000. Funds will be allotted for use in planning during the 2016-17 school year and for operation during the 2017-18 through the 2019-20 school years.

Recommendation(s):

It is recommended that the State Board of Education approve the grant awards listed in attachment B, and outlined in the associated proposal documents (see the link on Simbli eBoard).

Discussion/Comments:

- BSOP Committee Chair Greg Alcorn noted a thorough discussion of this item during the BSOP Committee meeting on Wednesday.
- There was no further discussion.

Upon motion by Mr. Greg Alcorn, and seconded by Mr. Todd Chasteen, the State Board of Education voted unanimously to approve the grant awards as presented. (See Attachment B - BSOP 4)

EDUCATOR STANDARDS AND PRACTICES COMMITTEE CHAIR REPORT
(Dr. Olivia Holmes Oxendine, Chair; Mr. Eric Davis, Vice Chair)

ACTION

ES&P 1 – General Licensure Requirements – Provisional License in Additional Content Areas

Policy Implications: SBE Policy #TCP-A-001

SBE Strategic Plan:

Goal 3: Every student, every day has excellent educators.

Objective 3.1: Develop and support highly effective teachers.

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Thomas Tomberlin (Director, Educator Human Capital Policy and Research) and Dr. Lynne C. Johnson (Director, Educator Effectiveness)

Description:

Pursuant to General Statute § 155C-325(6), employees who hold a provisional license cannot be identified as a “teacher”. NCDPI recommends revising this policy to remove references to provisional licensing while still allowing LEAs the flexibility to assign teachers who hold a continuing license to other content areas. Policies changes to TCP-A-001 are limited to sections 1.25-1.55 and section 1.90.

Recommendation(s):

It is recommended that the State Board of Education approve the evaluation and licensure policy changes on the attached list.

Discussion/Comments:

- ES&P Committee Chair Olivia Oxendine noted a thorough discussion of this item during the ES&P Committee meeting on Wednesday. She explained that the Board’s approval of this item will allow more flexibility to principals in staffing their schools and teachers will be allowed to add provisional endorsements to their licensure. However, she pointed out that teachers have a time limit by which they must remove that provisional endorsement so that it becomes a part of the continuing license.
- There was no further discussion.

Upon motion by Dr. Olivia Oxendine, and seconded by Mr. Eric Davis, the State Board of Education voted unanimously to approve the evaluation and licensure policy changes as presented. (See Attachment ES&P 1)

NEW BUSINESS

Under New Business, ES&P Committee Chair Olivia Oxendine reported that the ES&P Committee received a BB&T Leadership Institute Update from Ms. Rosalind Guerrie (Senior Vice President, The BB&T Leadership Institute). She reported that approximately 600 principals have undergone various stages of training offered by BB&T, representing 50 school districts. In addition, Chair Oxendine noted that an update was provided about new federal regulations regarding teacher preparation guidelines by Mr. Andrew Siobert (Educator Effectiveness Division).

STUDENT LEARNING AND ACHIEVEMENT COMMITTEE CHAIR REPORT
(Mr. Eric C. Davis, Chair; and Dr. Olivia Holmes Oxendine, Vice Chair)

ACTION**SLA 1 –North Carolina Math I Extended Content Standards**

Policy Implications: SBE Policy #GCS-F-000, GCS-F-002, GCS-F-012

Goal 2: Every student in the NC Public School System graduates from high school prepared for work, further, education, and citizenships.

Objective 1.2: Graduate students prepared for postsecondary education

Presenter(s): Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer), Mr. William J. Hussey (Director, Exceptional Children Director), Ms. Dreama McCoy (Section Chief, Exceptional Children)

Description:

In fulfillment of SBE Policy #GCS-F-012, the newly revised Math I standards was approved by the State Board of Education (SBE) in June 2016. Students with significant cognitive disabilities must be provided access to the state standards by aligning instruction and assessments. This allows for educational goals to link directly to grade level and academic content. The Exceptional Children Division, in collaboration with K-12 Curriculum and Instruction Division, must fully align to newly adopted Math I standards.

The Department of Public Instruction recommends that, in an effort to ensure students with the most significant cognitive disabilities are fully included and have access to challenging instructional content; a one-year transition period is granted for the implementation of the recently adopted Math 1 standards. This will allow teachers of the significant population to attend training and have appropriate participation of the highest achievement possible for the newly adopted standards. Students with significant cognitive disabilities constitute less than 1% of the student population. Although these students are identified as having significant challenges, they are capable of learning at a level that engages and challenges them.

This month, the draft of the revised standards (now named Extended Content North Carolina Math 1) are presented for Discussion. Public comments were available for thirty days with the option of one in-person public hearing.

Recommendation(s):

It is recommended that the State Board of Education approve the proposed new alignment of the NC Extended Content Standard Math 1 changes.

Discussion/Comments:

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the SLA Committee meeting on Wednesday. Mr. Davis explained that this item will ensure that students with the most significant cognizant disabilities are fully included and have access to challenging instructional content with a one-year transition period granted with implementation of the recently adopted Math I Extended Content Standards. He added that this item will also support teachers of these students receiving appropriate professional development and preparation.

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- There were no further comments.

Upon motion by Mr. Eric Davis, and seconded by Mr. Greg Alcorn, the State Board of Education voted unanimously to approve the recommended revisions to the NC Math 1 Extended Content Standards as presented. (See Attachment SLA 1)

ACTION

SLA 2 – Updates to Policy Delineating Use of State-Designated Assessments for the North Carolina Teacher Evaluation Process

Policy Implications: SBE Policy #GCS-A-016

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1.1: Increase the graduation rate.

Objective 1.2: Graduate students prepared for postsecondary education.

Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

Objective 1.4: Reduce the percentage of students needing remediation in postsecondary education.

Objective 1.5: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Tammy Howard (Director, Accountability Services)

Description:

Updates for the administration of the state-designated assessments for use in the North Carolina teacher evaluation process are being provided for discussion at the November 2016 meeting of the State Board of Education. Clarifications are provided on the testing requirements (i.e., eligibility, testing window, results used to average final grades) for students enrolled in North Carolina Virtual Public School (NCVPS), students following the Occupational Course of Study (OCS), and high school seniors. Additionally, *update* are provided for changing the assessment name from Math I to NC Math 1 and indicating that the assessments are considered as standardized artifacts for student growth for teachers and school growth for participation in the Teacher Evaluation Process.

Recommendation(s):

It is recommended that the State Board of Education approve the amendments as presented.

Discussion/Comments:

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the SLA Committee meeting on Wednesday.
- There was no further discussion.

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Upon motion by Mr. Eric Davis, and seconded by Dr. Olivia Oxendine, the State Board of Education voted unanimously to approve the revised SBE Policy #GCS-A-016 – Delineating Use of State-Designated Assessments for the North Carolina Teacher Evaluation Process as presented. (See Attachment SLA 2)

ACTION ON FIRST READING

SLA 3 – Report to the North Carolina General Assembly: Broaden Successful Participation in Advanced Courses

Policy Implications: SBE Policy #GCS-A-016

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1.1: Increase the graduation rate.

Objective 1.2: Graduate students prepared for postsecondary education.

Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

Objective 1.4: Reduce the percentage of students needing remediation in postsecondary education.

Objective 1.5: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Goal 2: Every student has a personalized education

Objective 2.1: Increase the number of students who graduate from high school with post-secondary credit.

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Mrs. Sneha Shah-Coltrane (Director, Division of Advanced Learning)

Description:

This annual report complies with the following legislative mandate:

Beginning November 15, 2014, the State Board of Education shall report annually to the Joint Legislative Education Oversight Committee on advanced courses in North Carolina. (G.S. §115C-83.4A. Advanced courses)

This report relates directly to the work of broadening course enrollment and successful exam participation in advanced courses, both Advanced Placement (AP) and International Baccalaureate (IB), across NC's public schools and the work of the North Carolina Advanced Placement Partnership (NCAPP), led by the College Board, and the efforts of North Carolina teachers, schools and districts.

The report outlines an overall summary in response to the legislation, advanced course enrollment data, and AP exam data.

Recommendation(s):

It is recommended that the State Board of Education accept this updated report prior to submission to the General Assembly.

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Discussion/Comments:

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the SLA Committee meeting on Wednesday. Chair Davis explained that this report highlights increasing numbers of students that are taking advantage of a more rigorous curriculum as well as the greater number of students performing at a high level in these courses.
- There were no further comments.

Upon motion by Mr. Eric Davis, and seconded by Dr. Olivia Oxendine, the State Board of Education voted unanimously to accept this updated report prior to submission to the General Assembly. (See Attachment SLA 3)

ACTION ON FIRST READING

SLA 4 – State Hearing Review Officers Memorandum of Understanding

Policy Implications: General Statute #115C-109.9

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1.1: Increase the graduation rate.

Presenter(s): Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning) and Mr. William J. Hussey (Director, Exceptional Children Division)

Description:

In 1990, the General Assembly enacted Senate Bill 2626 (an act to amend the Exceptional Children's appeal process), which established a two-tier hearing and review system for special education due-process hearings. Any party who disagrees with the decision of an administrative law judge from the Office of Administrative Hearings may appeal that decision by filing a written notice of appeal to the State Board of Education through the Exceptional Children Division; and the State Board of Education, through the Exceptional Children Division, shall appoint a Hearing Review Officer from a pool of Hearing Review Officers approved by the State Board of Education. Approval of a Hearing Review Officer by the State Board of Education is contingent upon the completion of six hours of certification training. The State Board of Education is requested to re-appoint the attached list of Hearing Review Officers for a three-year term. These candidates have completed specialized training related to reviewing and writing hearing decisions and trained in the federal law and state policies related to the education of students with disabilities. The effective period for Hearing Review Officers' terms is August 5, 2016, to August 5, 2019.

Recommendation(s):

It is recommended that the State Board of Education approve the attached listing of Hearing Review Officers during its December meeting as presented.

Discussion/Comments:

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the SLA Committee meeting on Wednesday. He explained that Board members are specifically asked to approve the appointment of two members to the Hearing Review Officers.

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- There were no further comments.

Upon motion by Mr. Eric Davis, and seconded by Mr. Reginald Kenan, the State Board of Education voted unanimously to approve the attached list of Hearing Review Officers as presented. (See Attachment SLA 4)

ACTION ON FIRST READING

SLA 5 – Report to the North Carolina General Assembly: State Agency Collaboration on Early Childhood Education/Transition from Preschool to Kindergarten

Policy Implications: SL 2016-94 (HB 1030) Section 12B.5(b) & Section 12B.5(d)

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1.1: Increase the graduation rate.

Objective 1.2: Graduate students prepared for postsecondary education.

Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

Objective 1.4: Reduce the percentage of students needing remediation in postsecondary education.

Objective 1.5: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Goal 5: Every student is healthy safe and responsible

Objective 5.1: Create and maintain a safe and respectful school environment

Objective 5.2: Promote healthy, active lifestyles for students

Objective 5.3: Decrease the number of students who are chronically absent, dropout, or suspended out of school

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent) and Mr. John Pruette (Executive Director, Office of Early Learning)

Description:

During its 2016 legislative session, the North Carolina General Assembly included special provision language in the budget bill (Session Law 2016-94) requiring the Department of Health and Human Services (DHHS) to work in consultation with the Department of Public Instruction (DPI) to “collaborate on an on-going basis to develop and implement a statewide vision for early childhood education.” Defining early childhood education as “birth through third grade,” the General Assembly asks the DHHS and the DPI to report on their “findings and recommendations, including any legislative proposals” resulting from the aforementioned initiative by January 1, 2017.

Concurrently, the DHHS, in consultation with the DPI, is charged with developing and implementing a standardized program to transition children from preschool to kindergarten. Initial reporting by the DHHS, including any findings, recommendations, and legislative proposals specific to the transition planning are required by December 15, 2016.

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Recommendation(s):

It is recommended that the State Board of Education accept the report and included recommendations as presented.

Discussion/Comments:

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the SLA Committee meeting on Wednesday. Chair Davis explained that this report to the General Assembly covers state agency collaboration on early childhood education and transition from pre-school to kindergarten.
- Board member Greg Alcorn recused himself from discussion and voting on this item.
- Board member Patricia Willoughby reminded the Board that they requested additional information in the Appendices on Wednesday during the SLA Committee meeting. She asked that the motion be amended to include this statement.
- There were no further comments.

Upon motion by Mr. Eric Davis, and seconded by Dr. Olivia Oxendine, the State Board of Education voted unanimously to accept the report and include the recommendation to add additional information in the Appendices as discussed. (See Attachment SLA 5)

MOVED FROM DISCUSSION TO ACTION ON FIRST READING

SLA 6 – Reappointment or Replacement of Compliance Commission Members

Policy Implications: SBE Policy #TCS-B-000

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1.1: Increase the graduation rate.

Objective 1.2: Graduate students prepared for postsecondary education.

Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

Objective 1.4: Reduce the percentage of students needing remediation in postsecondary education.

Objective 1.5: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Tammy Howard (Director, Accountability Services)

Description:

The State Board of Education (SBE) established the Compliance Commission for Accountability in July 1996. The Commission was charged with making recommendations to the North Carolina Department of Public Instruction and State Board of Education related to accountability issues. In December, nine (9) members either may be reappointed or replaced since their terms of office will expire on December 31, 2016. Attached is the current list of Commission members. The names and resumes of the proposed new members will be provided at the December meeting.

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Recommendation(s):

It is recommended that the State Board of Education approve the recommendations for four new members and reappointment of five members to the Compliance Commission for Accountability.

Discussion/Comments:

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the SLA Committee meeting on Wednesday. Chair Davis shared that nine appointments need to be filled on the Compliance Commission for Accountability, five of which are reappointments, and two are replacement members (resumes are included on Simbli eBoard).
- In addition, Chair Davis reminded Board members that there were no objections during the SLA Committee on Wednesday to move this item to Action on First Reading.
- There was no further discussion.

Upon motion by Mr. Eric Davis, and seconded by Vice Chairman A.L. Collins, the State Board of Education voted unanimously to approve the reappointment of five members and the appointment of the two new members as presented. (See Attachment SLA 6)

MOVED FROM DISCUSSION TO ACTION ON FIRST READING

SLA 7 – Submission of Restart Applications

Policy Implications: General Statute §115C-15(25); SBE Policy #GCS-C-40

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1.1: Increase the graduation rate.

Objective 1.2: Graduate students prepared for postsecondary education.

Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

Objective 1.4: Reduce the percentage of students needing remediation in postsecondary education.

Objective 1.5: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Nancy Barbour (Director, District and School Transformation)

Description:

In response to requests from superintendents with Recurring Low-Performing Schools, the Committee for Student Learning and Achievement and the Department extended an opportunity for early submission of Restart Applications. These applications are posted for review and will be processed by the Department, read, reviewed by necessary Divisions, and potentially edited in preparation for their approval at the January State Board Meeting. The following districts and schools have submitted early Restart applications and are included for review and discussion:

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Wake County Public Schools

11. *Bugg Elementary School*
12. *Carroll Magnet Middle School*
13. *East Garner Elementary School*
14. *East Garner Magnet Middle School*
15. *East Millbrook Middle School*
16. *East Wake Middle School*
17. *Fox Road Magnet Elementary School*
18. *Millbrook Elementary School*
19. *Poe GT/AIG Basics Magnet Elementary School*
20. *Wendell Middle School*

Cabarrus County Schools

6. *Royal Oaks Elementary School*
7. *Winecoff Elementary School*
8. *W. M. Irving Elementary School*
9. *Concord Middle School*
10. *Rocky River Elementary School*

Warren County Schools

5. *Mariam Boyd Elementary School*
6. *Warren County Middle School*
7. *Northside K-8 School*
8. *Warren County High School*

Recommendation(s):

It is recommended that the State Board review and discuss these applications.

Discussion/Comments:

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the SLA Committee meeting on Wednesday. He also noted that without objection, this item is moved to Action on First Reading.
- Chair Davis explained that these are additional restart applications for taking advantage of the Restart Model and policy for improving the performance of our schools. He noted that the Board has approved several of these Restart Applications in previous meetings.
- Chair Davis shared that staff reported that they have completed the review of 19 applications from a content standpoint and all were deemed acceptable; however, the financial and business operation portion of the review has not yet been completed, according to staff. He explained that discussion on Wednesday occurred related to approving these requests subject to completing that financial analysis and business operations review.
- In response to Chairman Cobey's question, Chair Davis clarified that this item will come back before the State Board if staff concludes there are items concerning the financial stability of these schools or the system as a whole, staff will bring these back to the Board prior to moving forward.
- There was no further discussion.

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Upon motion by Mr. Eric Davis, and seconded by Ms. Amy White, the State Board of Education voted unanimously to approve the 19 Restart Applications, pending an analysis of the financial impact of the expansion in the number of schools on overall state funding stability. (See Attachment SLA 7)

NEW BUSINESS

Under New Business, SLA Committee Chair Eric Davis reported that staff provided the SLA Committee with updates on the implementation of the Multi-Tiered System of Support, which included a summary of progress in Alexander County on this method of providing greater support and assistance to students and teachers. In addition, the SLA Committee received an update related to planning for implementation of the Every Student Succeeds Act (ESSA). Chair Davis shared that a brief discussion occurred around the timing of when North Carolina's plan might be submitted given the current activities around ESSA. Mr. Davis explained that he would like to consider a motion for Action on First Reading in order to provide staff guidance about the timing of that submission. The Chairman concurred with Mr. Davis. Following the motion and second, Chairman Cobey noted that this action is in response to stakeholders across the state. Chair Davis added that this motion provides a "no later than date of September 18, 2017."

As a result of the pending changes at the state and federal levels and with input from the NC School Boards Association and Executive Committee of the North Carolina School Superintendents Association, Mr. Eric Davis moved that the State Board of Education direct the State Superintendent to revise the timeline for plan development and submit the state's consolidated plan for the Every Students Succeeds Act to the U.S. Department of Education by September 18, 2017. The motion was seconded by Dr. Olivia Oxendine. The State Board of Education voted unanimously to accept the report and include the recommendation to include additional information in the Appendices as discussed.

In closing comments, Chair Davis shared that the last New Business item was an update on the progress of the NC Check-Ins initiative and a review of the support being provided to students and teachers during the implementation of that program.

NEW BUSINESS

- **Resolution from the Superintendent's Graduation Task Force Regarding the Compulsory Attendance Age**
 - ❖ **Ms. Tina Wilson (Manager of Corporate Citizenship & Corporate Affairs at IBM and Chair of the Superintendent's Graduation Task Force)**
 - ❖ **Ms. Debora Williams (Special Assistant for Graduation and Dropout Prevention Initiatives, Office of the Deputy State Superintendent)**

Chairman Cobey recognized Board member Wayne McDevitt to present the resolution for the Board's consideration.

Mr. McDevitt stated that he is impressed with the comprehensive language of this resolution. He also shared that while it is not time sensitive, it is timely; the language is compelling and captures everything the Board has been talking about for years, according to Mr. McDevitt. He noted that there have been pilots, studies and reports on this issue and it has been on the Board's legislative agenda

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almost every year. The data has been discussed and the sequential parts of the resolution are there, noting some concerns in the past related to going from 16 to 17 and then 17 to 18. In addition, the resolution addresses in a general way the importance of the support necessary to achieve this policy. Mr. McDevitt stressed the importance of including this resolution as part of the Board's Legislative Agenda. In addition, Mr. McDevitt shared that he was not so much concerned with the formality of adopting a resolution as he is with the spirit of the resolution being part of what the Board has envisioned for years. He yielded to the Board on process. Chairman Cobey stated that without objection, the Board would consider a motion, and noted that, personally, he would like the Board to weigh in on the resolution.

Vice Chairman A.L. Collins seconded the motion and concurred with Mr. McDevitt's comments. He stated that this something we are going to talk about or doing something about. In addition, he noted that the consequences of moving the dropout age to 18 are significant because high school is not for every student and we do not have the proper services throughout the state to provide the needed supports. A comprehensive plan with support from local school boards and superintendents needs to be developed so that the Legislature has guidance with respect to these issues.

Vice Chairman Collins explained that he has been a supporter of alternative or dropout charter schools mainly because it provides an option for LEAs to provide these students with the support they need. He asked for the Board's support as well.

Board member Amy White shared that she supports the underlying theory and the philosophy intended in this compulsory attendance discussion. She suggested that she would like more information on learning from past studies. Chairman Cobey directed Mr. Martez Hill to provide that information to Ms. White.

A brief discussion occurred about proven sustained interventions and support to engage students is a comprehensive approach to ensure we are doing what is necessary to move this issue forward. Board member Patricia Willoughby interjected optimism by drawing attention to the graduation rate, noting that superintendents work very hard with so many schools and students to make that improvement. She stated that it is important to raise the age, but it is more important to give students a reason to want to stay in school rather than forcing them to stay. She mentioned the comprehensive Restart Schools approved earlier today. Ms. Willoughby spoke briefly about the Graduation Awards Ceremony hosted by State Superintendent Atkinson annually to recognize schools that have a 100% graduation rate. She stated that those schools are not losing students because they are engaging them in creative ways.

Mr. Williamson spoke briefly about the importance of changing the mindset and behavior of students as well as the mindset and behavior of some of the adults that contribute to the issues.

Upon motion by Mr. Wayne McDevitt, and seconded by Vice Chairman Collins, the State Board of Education voted unanimously to suspend the rules if necessary to consider the resolution from the Superintendent's Graduation Task Force regarding the compulsory attendance age in order to be considered as the Board's Legislative Agenda develops.

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NORTH CAROLINA STATE BOARD OF EDUCATION
Resolution to
SUPPORT INCREASING THE AGE FOR COMPULSORY SCHOOL ATTENDANCE
From the Superintendent's Graduation Task Force

WHEREAS, local, state and national economies thrive on a skilled and educated populace that is imminently more employable than those without skills and education; and

WHEREAS, it is incumbent on states across the nation to set goals for all students to graduate from high school, prepared for the jobs and professions of their future; and

WHEREAS, states cannot have citizens prepared for 21st century careers and professions without adequate education; and

WHEREAS, youth without high school diplomas are immediately disadvantaged for most of their lives; and

WHEREAS, the societal costs of an undereducated citizenry far outweighs the costs associated with raising the compulsory attendance age; and

WHEREAS, compulsory attendance age laws can have a profound impact on keeping children in school, thereby increasing their chance for a successful life; and

WHEREAS, approximately one-fourth of at-risk students who are potential dropouts remain in school because of compulsory attendance laws; and

WHEREAS, remaining in school increases a student's eventual employability, increases wage-earning potential, ensures better health, enables mobility out of poverty, and improves life satisfaction; and

WHEREAS, the benefits that accrue to students who graduate from high school also accrue to the states and the nation; and

WHEREAS, the establishment of alternative learning opportunities and interventions designed to create change in the at-risk students plays a critical role in achieving a successful compulsory attendance age change.

NOW, THEREFORE BE IT

RESOLVED, that the Superintendent's Graduation Task Force encourages the State Board of Education and the Department of Public Instruction to call for an increase in North Carolina's compulsory attendance age from 16 to completion of the school year of the student's 17th birthday along with the implementation of proven sustained interventions and support to engage students who leave school prior to graduation; and

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RESOLVED, that the State Board of Education and the Department of Public Instruction begin working with school systems, educators, students, parents, and communities immediately to advocate for support in raising the compulsory school attendance age in North Carolina; and

RESOLVED, that based on the results and impact of increasing North Carolina's compulsory attendance age from 16 or completion of the school year of the student's 17th birthday, the State Board of Education and the Department of Public Instruction support increasing the North Carolina's compulsory attendance age from 17 to completion of the school year of the student's 18th birthday; and

RESOLVED, that there is no higher mission for the State of North Carolina than to take the necessary steps to empower all children with the sound basic education that is their right under the North Carolina Constitution and to take steps necessary to keep students in school to increase their chances of earning the requisite high school diploma that ensures a better chance at a qualifications.

Tina Wilson (Chair, Graduation Task Force)
November 28, 2016

CHAIRMAN'S COMMENTS

Under the Chairman's comments, Chairman Cobey reminded Board members that the Legislature returns on Wednesday, January 11, at noon – one week after the January Board meeting. He stated that the Board's work during the Issues Session will be instrumental in determining other priority issues to lobby for on behalf of public schools, in addition to the Board's biennium budget request, financial and other challenges that will continue for public education. He stated that challenges have always existed, and it is the job of this Board to be front and center in navigating those challenges. The Chairman also noted that there will likely be additional challenges for the foreseeable future with possible programmatic changes at the national and state level.

Chairman Cobey shared that while Dr. Fitch will be missed in January, the Board looks forward to welcoming its incoming Board advisor, Ms. Amanda Bell of Rockingham County.

➤ Resolution and Celebration Honoring State Superintendent June St. Clair Atkinson ❖ Dr. June St. Clair Atkinson (State Superintendent, North Carolina Department of Public)

In response to Chairman Cobey's invitation, Board member Greg Alcorn described how he feels about Dr. Atkinson using four "Ls".

Learning – He shared that he is on 17 board committees, there are 3,000 contacts in his Outlook Contact list and he has 800 employees, but he has learned more from State Superintendent June Atkinson (who is in his top five of all those). He shared further that he and his wife created a non-profit

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that would not have happened without his experience here.

Leadership – Mr. Alcorn explained that, in his opinion, leadership is about managing change, which takes discipline and the ability to inspire – something Dr. Atkinson has done very well.

Legacy – Mr. Alcorn reiterated what Ms. Willoughby mentioned earlier about the graduation rate moving from 68 to 86 percent, which is an absolute 17 percent upward trajectory and a legacy. He explained that the Return on Investment is \$5.8 billion over the last 10 years, which is an unquestionable economic impact.

Finally, Love – Mr. Alcorn shared that he has seen Dr. Atkinson in countless situations naming students after spending time with them in sometimes contentious situations. He stated that the definition of grace is unexpected love. Dr. Atkinson has exercised her duties with such grace and love, according to Mr. Alcorn. In closing comments, Mr. Alcorn thanked Dr. Atkinson for letting him be a part of her team for the past four years.

Chairman Cobey recognized Dr. June St. Clair Atkinson as the first woman elected to the Office of State Superintendent in North Carolina in the fall of 2004, being seated in office in 2005. He stated that she has served this state well not only for twelve years as the State Superintendent, but also for a total of 46 years, first as a teacher in Charlotte/Mecklenburg Schools and then her illustrious career in the Department of Public Instruction that began here in 1976. She began here as a consultant in the Career and Technical Education Division, went on to become the Section Chief and then the Division Director of both Career and Technical Education and the K-12 Instructional Services Division.

Chairman Cobey noted that most of the Board members have worked with Dr. Atkinson for a little less than four years, but some at the table have served with her during her entire superintendence. He noted that while the Board is a Constitutional body that develops policy and works to uphold its Constitutional directive to “supervise and administer the free public school system,” it is usually the Department of Public Instruction that is “boots on the ground” in carrying out the Board’s policies and implementing programs.

The Chairman stated that the Board has counted on Dr. Atkinson and staff to be its liaison to school systems and educators. According to the Chairman, Dr. Atkinson has consistently led a department that rose to the occasion, regardless of the challenges of changing priorities, or new state and federal legislation. He added that under Dr. Atkinson’s leadership, the State Board and its staff have benefitted from her boundless energy, external optimism, and extensive knowledge and experience.

Chairman Cobey shared that through conversations with Dr. Atkinson in the last few years, he has learned how well-read she is not only on topics of education, but also of leadership and related issues that have constantly honed her skills at leading a 900+ employee agency.

Chairman Cobey stressed that the Board is not saying good-bye to her today, but rather it is saying “thank you” for a job well done and “congratulations” on her success as State Superintendent. He noted that he has no doubt that Dr. Atkinson will continue to be an influencer and a contributor to public education in North Carolina, and, unless he misses his guess – across the country as a national figure.

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In closing, Chairman Cobey noted that the State Board of Education owes Dr. Atkinson a huge debt of gratitude and is mightily appreciative of all that she has done and who she is as a leader, an educator, and a friend.

At this time, Chairman Cobey recognized Mr. Hill to read the Board's resolution honoring Dr. Atkinson into the record.

NORTH CAROLINA STATE BOARD OF EDUCATION
Resolution Honoring
June St. Clair Atkinson
For Her Outstanding Service as North Carolina State Superintendent of Public Instruction
August 2005 – December 2016

WHEREAS, the North Carolina State Board of Education takes pride in the extraordinary qualities and dedication of the citizens who have served public education through the Office of the North Carolina State Superintendent of Public Instruction; and

WHEREAS, Dr. June St. Clair Atkinson reflected these qualities in an exceptional manner during her three consecutive terms in office as the first elected female State Superintendent of Public Instruction; and

WHEREAS, Dr. Atkinson's experience as a lifelong educator - teacher, chief consultant, curriculum developer, director for Career and Technical Education, and director of Curriculum and Instruction, in the North Carolina Department of Public Instruction - proved invaluable to her and to the State Board of Education in carrying out her duties as State Superintendent, informing the Board with great depth of knowledge and insight derived from her extensive background in education; and

WHEREAS, Dr. Atkinson's countless and tireless hours invested in schools with students and educators in all 115 Local Education Agencies contributed to her ability to represent their needs passionately and to act fervently on their behalf and in the best interest of the future of public education, at all times modeling the resolve to care for children of all ages; and

WHEREAS, Dr. Atkinson's unquestionable belief in the right of all children to have a strong public education, to graduate from high school prepared for their future, and her steadfast work to protect that right; and

WHEREAS, the Board acknowledges that North Carolina's superior graduation rate increase and dramatic dropout rate decrease under the leadership of Dr. Atkinson is directly attributable to her deep understanding that one's quality of life is embedded in one's education; and

WHEREAS, the Board praises Dr. Atkinson for excellence in leading the development and implementation of significant initiatives throughout her terms of office, including but not limited to, implementing No Child Left Behind, Race to the Top, District and School Transformation, Career and Technical Education credentialing and the Home Base public school technology support system; increasing the Standard Course of Study rigor; and overseeing the expansion of public charter schools, the North Carolina Virtual Public School, educator evaluation systems, educator professional development, and global education initiatives; and continuous improvement of accountability and testing systems; and

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WHEREAS, the Board greatly admires the many superior personal qualities of Dr. June St. Clair Atkinson, including her passion to extend opportunities for success to her staff; her infectious enthusiasm and positive attitude; her embrace for and commitment to all children; and her support for educators as they strive often in difficult circumstances to live up to the North Carolina Constitution's promise of "the right to the privilege of education" and her acceptance that part of her role as State Superintendent was to "guard and maintain that right"; and

WHEREAS, the Board views Dr. June St. Clair Atkinson as a rare and singular individual who has much yet to offer to North Carolina, the United States, and the World;

NOW, THEREFORE BE IT:

RESOLVED, that the North Carolina State Board of Education expresses its love and appreciation to Dr. Atkinson for her steadfast service and dedication to wage war daily against mediocrity and apathy; and

RESOLVED, that the Board wishes Godspeed to Dr. Atkinson as she turns to the next page in the book of her life of excellence and boundless energy in advocating for greatness, having left her heart print on each of us; and

RESOLVED, that the Board expresses its highest praise and deepest gratitude to State Superintendent Atkinson for her service to the State of North Carolina and all of her 1.5 million public school children throughout her vast and distinguished career; and

RESOLVED, that the Board, influenced by Dr. June St. Clair Atkinson's knowledge, insight, intellect, commitment, and uncommon kindness and caring for all, directs the Executive Director of the State Board of Education to enter a copy of this resolution into the official minutes of the State Board of Education, and that an appropriately signed copy be presented to Dr. Atkinson.

William W. Cobey, Jr., Chairman
North Carolina State Board of Education
December 1, 2016

<p><i>Upon motion by <u>Mr. Wayne McDevitt</u> and seconded by, <u>Ms. Patricia Willoughby</u>, Board members voted unanimously to approve the resolution, as written, honoring State Superintendent June St. Clair Atkinson.</i></p>

Chairman Cobey invited the entire Board and advisors to join Dr. Atkinson as she was presented with a framed copy of the Resolution. The presentation was photographed.

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State Superintendent June Atkinson's Remarks to the State Board of Education
December 1, 2016

"While traveling through the mountains on a beautiful fall day to visit schools, I was listening to the only radio station available when I heard this song, "You Can Find Me in the Yellow Pages Listed Under Fools."

As I reflect upon having the honor to serve students and educators as state superintendent, I have thought about where you would find me in the yellow pages. I have decided that you could find me in the yellow pages listed under grateful.

I am grateful for having the privilege of traveling to all 100 school districts. I am grateful for the thousands of opportunities to meet students who have given me smiles and passion in my heart – such as a first grader, Londyn, who told me I would be cuter without glasses, or a second grader who so needed clean clothes and a bath but what was most important to her was to receive a hug from her teacher and one from me, a child with Downs Syndrome who gave me one of the sweetest and stickiest kisses I have ever received, no offense to my husband, Bill. I am also grateful to a little girl named Avery who last night, through her mother, sent me a very special note.

I am grateful to have met a 10-year-old whose father works here in the department who takes calculus at UNC-Chapel Hill and who, when I asked him about the name of the school he attended, also gave me the school's address and zip code.

I am grateful for what public education has accomplished with the hard work of educators, business people, and DPI staff during my tenure. Staff members know that I am going to say that our graduation rate has increased from 68 percent to another all-time high of 86 percent. Not only has the graduation rate increased, our students are better prepared. The remediation rate of students entering our universities and colleges has been cut in half. More students are taking Advanced Placement courses and scoring at level 3 or higher. Over 140,000 credentials have been earned in Career and Technical Education programs. At least 35 percent of our students graduate from high school with college credit.

We have seen the growth of our North Carolina Virtual Public School. It has grown from a few thousand to the second largest in the nation. We have a quality Digital Learning Plan providing a road map for the needed changes in public education.

During the most difficult economic times, we were able to secure \$400 million from Race to the Top that allowed us to move State Board and DPI initiatives faster and further.

For example, we have one of the few statewide platforms for technology, Home Base – something that critics said could not be done and certainly could not be done within a two-year period. With the typical bumps of any new system, we implemented its rollout, under budget and on time. As an example of Home Base's success, on a typical day 307,000 parents log-in to the parent portal and another 200,000 log into the mobile application.

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I am grateful for the work that has been done to raise standards and to save taxpayers' dollars by DPI doing the work one time for 115 school districts as compared to 115 school districts doing the work one time.

I unapologetically support the work that has been done in this department to make sure that our students are Career and College Ready through the adoption of standards that have received so much heat.

I am grateful to the many educators who work hard every day to make sure students learn and feel safe at school. I am grateful to the various educational and business associations who have been willing partners for kids.

I am grateful to have influenced legislation such as the Career and College Promise, diploma endorsements, and the restart model that gives schools necessary flexibility.

My deepest gratitude goes to people who work here in the Department of Public Instruction and to you as the State Board members. My words are really inadequate to describe how much you have touched my life and given me the energy to care more, do more, and never give up on what is right for kids. I have depended on you to take ideas and turn them into reality. People working here are creative, committed, and problem solvers. I want each person in the department to know how much I care for and appreciate your work.

I must acknowledge Monique Wertis who has done an outstanding job taking minutes of the SBE. I tell her frequently that she is the best writer in the building – no offense to my English majors in the Department. And there is Jamie Woodlief who has coordinated my days, nights, and weekends. Jamie has a special rating system used for hurricanes for the days I am in the office. According to her, my Mondays are a Category 5. There is hardly anything she does not know about me, including my shoe size. I also acknowledge Mike McLaughlin who has added humor to hard and long days and Denise Dobbin who has handled her share of calming irate parents who call the superintendent's office. I also thank the people who have worked with me for more than a decade, some 20 and 25 years – you know who you are and what a privilege it has been to share the same journey with you.

You, as Board members, have been so supportive of our work. Your counsel and friendship have helped me grow professionally and personally. The developers of the North Carolina Constitution were wise in making your terms eight years. You are the consistency overtime and in times of change. I am grateful for you for being a part of my life.

One aspect of this work is always seeing that much more needs to be done – I see much more to be done for each child, not just some but for all children, to be ready for options once they graduate from our schools.

I encourage you to stay the course with the Digital Learning Plan and the whole child focus. I encourage you to address suspension rates of different student groups and the need for more adult support in schools. I encourage you to push for the same accountability for any entity receiving taxpayers' dollars as is required for public schools. I encourage you to stay the course in ensuring that students are expected to meet high standards that will prepare them for an unknown world.

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Please continue to push for higher educator salaries and professional development dollars. Continue to elevate the profession and speak up when those unknowingly and knowingly disparage the educational profession. No entity has ever succeeded by slamming its workforce.

Work against the trend of adding more state laws telling schools what to do, how to do it, and when to do the work. That's your job as State Board members. Stand up for flexible calendars and quality preschool education, especially for our most vulnerable.

When I was a college freshman at Radford in Radford, Virginia, I took psychology. My psychology professor wanted to speak to every student in his class and I thought that was wonderful. When I walked into his office, he knew two things about me. One was that I was in his class and that I had graduated from high school from a small rural mountain public school. He told me that my chances of graduating from this institution are slim and you will have difficulty in making good grades.

So, if he were alive today, I wonder if he could have ever imagined that the little rural girl from Bedford County Virginia would be president of not one, not two, but three national education associations, including the Council for Chief State School Officers and currently, the longest serving state superintendent in the nation?

If he were alive today, I wonder if he would be surprised to know that the same rural student has met with three presidents of the United States – Presidents Bush, Clinton, and Obama. He may even be shocked to know that she has met with First Lady Laura Bush in the personal living quarters of the White House. I know he would be surprised to know that I had the opportunity to meet with President Obama in the Oval Office.

Why did I have those opportunities – there are many reasons. But one of the reasons is that the people of North Carolina gave me those opportunities by electing me as State Superintendent. Beyond those wonderful experiences such as going to the dedication of the Reverend Dr. Billy Graham Library and being able to speak on behalf of all the students, my greatest pleasure has been to serve educators and students in North Carolina.

As I leave this office, I remain grateful for the experiences, opportunities, and the people who have been a part of this journey. Board members continue to carry the torch to make public education the best choice.

For sure, you can find me in the Yellow Pages, listed under grateful.

Best wishes to all of you.”

June St. Clair Atkinson, State Superintendent

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ADJOURNMENT

Indicating no other business, Chairman Cobey requested a motion to adjourn.

Upon motion by Ms. Patricia Willoughby and seconded by, Mr. Reginald Kenan, Board members voted unanimously to adjourn the November 30 and December 1, 2016, meeting of the State Board of Education in honor and recognition of State Superintendent June St. Clair Atkinson.